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AUTHOR Spuhler, Lee; Zetler, Alan
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ABSTRACT

The purpose of the final report on the Montana Beginning Teacher Support Program (BTSP) is to provide a comprehensive description of all phases of the program as it was conducted from 1992 through 1995. The purpose of the BTSP was to study the effect of a formal mentorship relationship between master teachers (mentors) and teachers in their first year of teaching (mentees). The report presents a general summary of the BTSP intentions, the mentoring model utilized, the research design, and the results of the study. Chapter 1 begins with a general description of the study, and a short review of the relevant literature. Chapter 2 reviews the research for years two and three, focusing on a development model for the research, the research questions, and sample selection procedures, and looks at each of the three research questions: (1) performance and attitude indicators, data sources, and analysis; (2) association between context conditions and beginning teacher well being; and (3) options for broader mentorship structure in Montana. Chapter 3 summarizes the results of the study, outlining the performance and attitude indicators for topics evaluated by year: Year 1 (retention indicators, school district evaluation, individual professional development plans (IPDPs), and Concerns Model indicators); Year 2 (positive effects of mentoring); and Year 3 (mentor effectiveness, mentee's self-assessment, administrator's assessment of mentees, inservice participation; other growth indicators from administrators, administrator's attitudes toward BTSP programs, and mentor's attitudes toward program). Chapter 4 examines conclusions and interpretations of Research Questions 1 and 2. Chapter 5 outlines two recommendations for Research Questions 3. A budget report for 1992-1995 is included. Appendices include: Documents Generated from BTSP Study, and Concerns Model Questionnaire. (Contains 12 references.) (ND)

ED 390 804

MONTANA BEGINNING TEACHER SUPPORT PROGRAM

FINAL REPORT

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by

Dr. Lee Spuhler, Project Administrator
Dr. Alan Zetler, Project Evaluator

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FINAL REPORT

SCOPE OF THE FINAL REPORT

The purpose of the final report is to provide a comprehensive description of all phases of the Montana Beginning Teacher Support Program (BTSP) as it was conducted from 1992 through 1995. It is intended that readers of this report will gain a general knowledge of the BTSP intentions, the mentoring model utilized, the research design employed, and the results of the study. Since numerous other interim detailed reports, supporting documents, and verbal presentations have been given to the Montana Certification Standards and Practices Advisory Council (CSPAC) since the inception of the project, this final report will not attempt to reiterate all the finer details of the study. A list of written documents created from the program over its three years appears in the study appendix.

Chapter 1

GENERAL DESCRIPTION OF THE STUDY

Original Intent of the BTSP Proposal and Modifications

The RFP written by CSPAC for the BTSP on behalf of the State Board of Public Education called for the creation of a pilot beginning teacher support program in various locations throughout the state of Montana. The purpose of the pilot program was to "study the effect of a formal mentorship relationship between master teachers (mentors) and teachers in their first year of teaching (mentees)." The sense of well being arising within the beginning teacher was paramount. CSPAC's original timeline called for six months of project development, two years' mentorship trials in the schools, and six months of evaluation. After the study was awarded and the coordinators chosen, that timeline was altered to provide a one year pilot study in the schools for the purpose of formulating a research design, followed by two years of design implementation with data collection.

The Western Montana College Foundation was awarded the contract for the period July 15, 1992, through July 15, 1995. Dr. Lee Spuhler was hired as project administrator and Dr. Alan Zetler as project evaluator.

Pilot Year One

The purpose of the pilot was to (a) narrow the universe of mentoring under the parameters set by CSPAC utilizing a sample of participants from Montana schools and (b) develop a research model for the second and third years of the study that would address CSPAC's intent.

The pilot year was conducted under a number of guiding principles that differed from study conditions reported in most publications on new teacher induction/mentorship around the nation. First, the Montana project was not driven by statute, certification, or policy that mandated teacher induction of some sort. Such mandates were the case with the North Carolina Initial Certification Program. Second, other than studying the effect of formal mentor-mentee relationships, the Montana study was not targeted to address specific policy goals such as inner-city teacher retention as was the motivation in the California New Teacher Project (Wagner, 1990). Third, Montana mentoring was not part of a broader teacher induction or professional development effort applied across all districts or a targeted segment. Fourth, the Montana pilot was not part of pre-service follow-up undertaken by the state's teacher preparation institutions. Fifth, the Montana study did not use "professional" mentors -- persons released for the duty, extensively trained, and responsible for a cohort of new teachers in the school or district. Instead, mentors were chosen from the ranks and with teaching responsibilities similar to the new teacher.

These five principles collectively created one basic premise for the study; i.e., the Montana BTSP examined the unique effect of one-on-one mentoring performed in relative isolation from other support systems.

Research Advantages of the Pilot Year Study

The amount of time devoted to the study, its budget limitations, and the relatively small sample of beginning teachers able to participate allowed little room for experimental trial and error. There was insufficient time to establish apriori measures with the hope they were appropriate and if not, to alter or try others. Thus, a qualitative research approach was taken whereby the issues and concerns that arose from the mentor-mentee pairings were allowed to surface as the participants lived the experience. However, some degree of reality checking was possible from the growing body of mentoring literature. Participants were apprised of results as they arose. Some procedures were altered in midstream because of individual or school district input. Qualitative descriptions of program impact, both verbal and written, were used to refine research content and procedures. Workable measures of mentor effectiveness and factors impinging on the new teachers' well-being were discovered, others were reinforced, and inappropriate others were discarded.

Pilot year experiences were formative in nature. Consequently, much time was saved during the following two years of hard data collection. Some quantitative data from the first year were useful in the final three-year analysis, but the real contribution of the pilot year was the derivation of a research design with specific indicators to be used during the last two years of the study.

SHORT REVIEW OF THE LITERATURE ON PROGRAM STRUCTURE

Note: This literature review first appeared in the July 1993 document submitted to CSPAC titled Research Report for Pilot Year One 1992-93.

The 1980s saw a blossoming of publication on mentoring related research. Broad flexible research projects were funded with a multitude of options, such as the California New Teacher Project, the California Mentor Teacher Program (Morey 1990), and the New York State North Country Mentor/Intern Teacher Program (Stupiansky 1992).

Narrow focus studies with external motivations were exemplified by six California districts that used mentor related activity as an experiment to improve labor-management relations (Koppich 1933). Peer review and evaluation were purposes in Toledo, Ohio, and three California districts of Lompac, Poway and Santa Cruz.

In the west, New Mexico's Collaborative Induction (Odell 1992), the Arizona Teacher Residency (Enz 1992), the Idaho Teacher Induction (Hill 1988), and the North Dakota Prairie Teacher Project (Havilchak 1990) each represented new teacher induction with mentoring as a component. However, each was a university-district collaboration and mentors were not necessarily site-based or restricted to a single mentee.

The literature on the structure of new teacher mentoring programs over the last decade indicates that seldom, if ever, have formal mentor-mentee relationships been attempted without being associated with one or more of the five conditions stated in the above section "Pilot Year One." Site "buddies" have been used but these individuals were only one part of a broader network. The Montana Beginning Teacher Support Program appears to have no exact structural precedent as evidenced by recent literature.

Central to the Montana structure is the relationship existing between the beginning teacher and mentor as they function in the daily culture of their school. Each relationship is one of a kind. After studying the New York North Country Project, DeBolt characterized this relationship in the following terms:

> "At the heart of New York State's view of mentoring is the relationship between the mentor and the new teacher. This relationship is complex and unique. It exists within the contexts of a specific school in a specific community. Each school must recognize the uniqueness of its set of circumstances as it conceptualizes, develops, supports and evaluates its own mentoring project. It may be best to begin with the realization that projects cannot be borrowed from other schools. Each school must develop its own plan in light of its needs and resources. However, in the process of so doing, educators can benefit by the experience of teachers who have been pioneers in serving as mentors to new teachers." (DeBolt 1992)

Chapter 2

RESEARCH DESIGN FOR YEARS TWO AND THREE

In July of 1993, a report on pilot year one was submitted to CSPAC. At the same time, a research design proposal for the last two years of the study was given to CSPAC for its consideration. Changes from pilot year procedures and alterations to some of CSPAC's original parameters were discussed. After understanding was reached on changes and questions answered, the Council approved an amended design proposal. The research design at the time was the most comprehensive description of the study's rationale, mentoring model, procedures and performance indicators. That design, written in future tense, is reproduced here with minor modifications to acquaint readers with the study's general procedures and as a reference for the chapter on study results.

I. A PERSONALIZED DEVELOPMENT MODEL FOR THE RESEARCH

Mentoring on a one-to-one basis as practiced in the Montana study is a highly individualized enterprise. It functions within a unique relationship where context and results cannot be separated. Because of mentoring, the speed and quality of the beginning teacher's professional development are hypothesized to be superior to that of "sink or swim" induction.

A model has been devised for this study which allows for experimental examination and interpretation. Like all models, this construct does not necessarily equate to reality, but does create a framework for investigation. The model views the mentor as the most significant facilitator in the new teacher's first year of growth, one who takes a school culture designed for groups of people and personalizes it for one beginning teacher. This assistance is similar in definition to that of a school counselor, i.e., one who takes an educational system designed for large groups of pupils and personalizes that system for the individual learner.

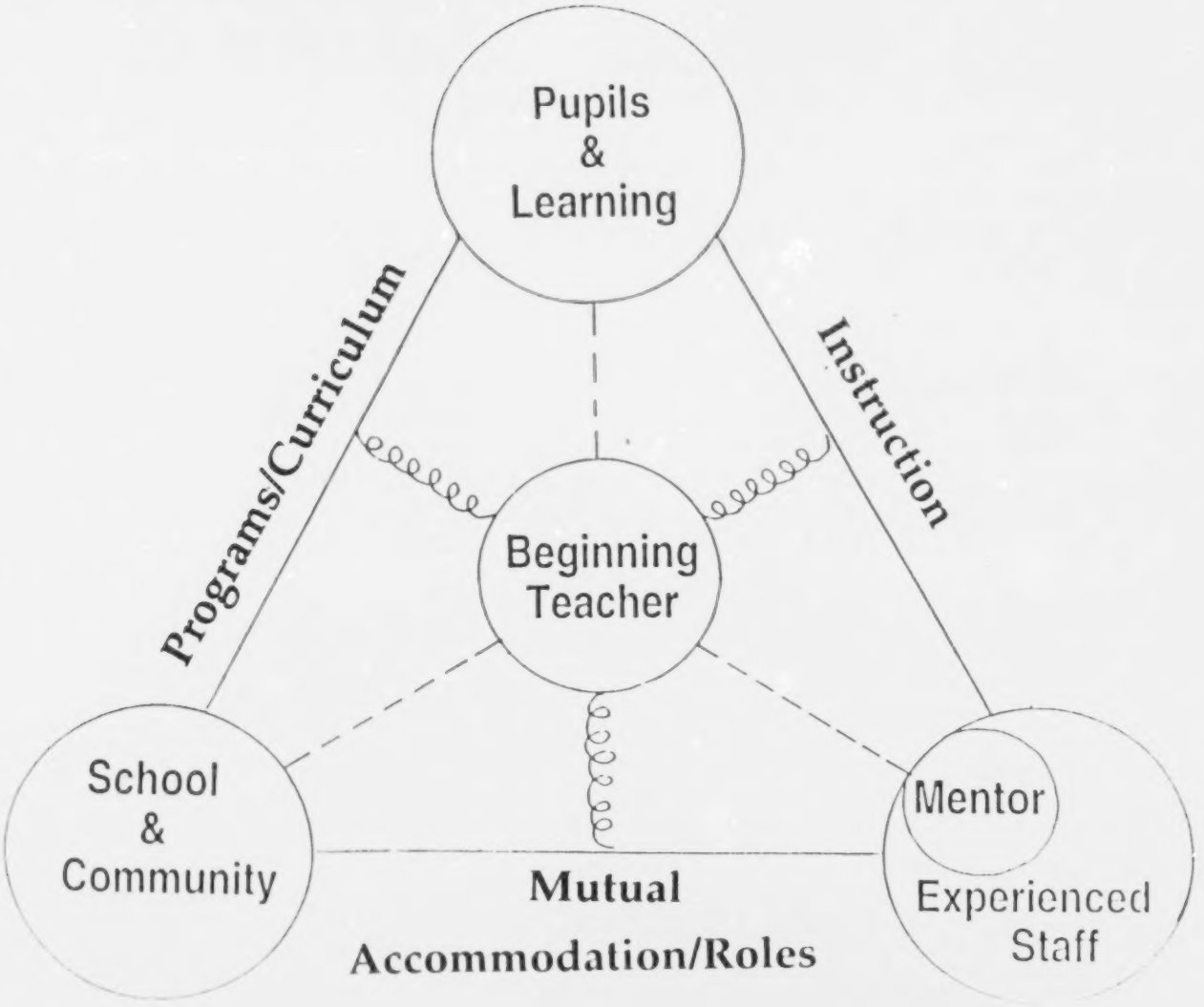
The new teacher's process of learning to live within and contribute to the "system" is enhanced if content is internalized. Learning best occurs when the teacher attaches meaning to school events because the impact is personal. A trusted mentor will become aware of the beginning teacher's learning style and values. Being privy to the feelings of the new teacher creates a unique relationship between the pair. The mentor's knowledge and experience with the complexities of the school culture and of the mentee allows him/her to personalize that information for the novice, enhancing the beginner's sense of well being.

But just feeling good is insufficient in itself, as one could feel good about poor teaching. Therefore, the desired result of personalized help is a professionally growing new teacher. Growth for the beginner implies making full use of the formative first years of teaching to

create a style of instruction and professional thinking that goes beyond mere survival. Unfortunately, educators do not agree on what appropriate professional development is and how it should be exhibited and evaluated. This research utilizes local school definitions and expectations of development as one indicator of professional growth. The researchers should not be judging those definitions. Realizing the idiosyncratic possibility of this measure, the study also uses a model of teacher growth called the Concerns Model. The model is particularly appropriate because of its demonstrated application to beginning teachers in prior research studies. Briefly, the model looks at the progression of teachers as they move from a first stage of self-concerns, to a second stage of task concerns, to a third stage of impact concerns. Impact means decisions based on how pupil learning will be affected, not based on how the classroom routine will be affected or how the teacher's self-interests will be affected.

Personalized mentorship assistance for a beginning teacher with the goals of enhanced professional development is the conceptual foundation for the study. The pilot year of the project resulted in a schematic rationale for mentoring, shown as Figure 1. The triangle vertices represent the significant actors in a public school -- pupils, staff and school system -- all in a state of relative equilibrium relative to their responsibilities to one another. This relationship is very complex and has evolved over time into a unique school culture.

Enter the beginning teacher with his/her own personal agenda, dependent on a teaching career to support its needs and wishes. Insecure in the web of school relationships and responsibilities, the new teacher is "on the spring" (term coined by a pilot year mentee). The beginner is unsure of where s(he) stands with the cultural players and just as unsure of how to fulfill responsibilities. By bonding with one veteran staff member--the mentor--the new teacher has an informed basis from which to make decisions. Tenuous relationships stabilize and the springs stiffen, but not rigidly so, as the teacher must be adaptable to changing conditions. This adaptability has been described by Dr. Gary Borich as "creative responses to unanticipated events."



Actors and Roles in
A School Culture

Figure 1

II. THE RESEARCH QUESTIONS

The General Research Question

Does the formal pairing of a beginning Montana teacher with an experienced mentor during the first year of teaching facilitate the pace and quality of the new teacher's development into a competent practicing professional?

The Specific Research Questions

1. Does mentoring conducted under an exclusive one-on-one relationship have an effect on the new teacher's development as measured by performance and attitude over the life of the study?

2. What is the association between successful mentoring and selected contextual conditions under which the relationships function in a cross-section of Montana schools?

3. What mentorship program options could be recommended to CSPAC and Montana educators based on the effects and conditions examined during the study?

It should be noted that peer evaluation is not designed into the model or the questions. Peer review, peer formative evaluation and peer summative evaluation are different aspects of a broad topic. Their utilization could take place in some mentorship sites and that fact will be reported if known. The researchers are willing to use some sites under stated peer evaluation intentions if the participants in those sites are agreeable. Acceptable peer evaluation procedures and criteria would be a local responsibility.

III. SAMPLE SELECTION PROCEDURES

A sample of up to fifteen mentees will be selected each year, one from eastern Montana and another from western Montana. The pilot sample came from the Rocky Mountain front area on a line from Browning to Billings. First year selection process will be followed again. That procedure attempted to find graduates from all the eight teacher preparation schools, a balance of elementary/secondary, Native Americans, and representative schools of all sizes from AA (athletic classifications) through independent elementary multigrade rural districts.

The project requires an assessment of mentor effect. Therefore, at the suggestion of the pilot year participants, a control group of beginning teachers will be selected. The pool of potential control teachers will be the same used to select mentee samples. Judging from pilot experience, it is doubtful that there would be a second beginning teacher in the sample schools who could be used as non-mentored control. Reliance on new teachers in schools with similar site and assignment characteristics will be a necessity.

The agreement signed by participating mentor districts and individuals during the pilot year will see one addition to the definition of mentor, i.e., "A volunteer certificated full-time teacher or person otherwise qualified and experienced in subjects or grade levels similar to that of the mentee." The use of a recently retired teacher proved to be an excellent mentor during the pilot year. The word "volunteer" will be dropped from the definition of mentee, again a consequence of the pilot experience.

The issue of electronic bulletin board or other networking system will be raised again with the two samples, even though pilot teachers rejected the idea. The number of pilot year schools with network access was borderline. Discussions
revealed that the existence of hardware did not always mean that mentor or beginning teachers had access to it. Unless attitudes change, the statement of one pilot year mentor seemed to sum up the utilization potential, i.e., "We have enough resources in the district, that if used, can adequately benefit the new teacher. We do not want to learn a new system as part of this process." From early first year indications, the researchers have found that the act of bringing participants together in general meetings has probably mitigated much of the perceived need for electronic networking.

IV. RESEARCH QUESTION NO. 1

PERFORMANCE AND ATTITUDE INDICATORS, DATA SOURCES AND ANALYSIS

Procedures for Research Question 1, Effects and Attitudes

The following two pages contain charts with fifteen performance and attitude indicators. Each indicator is followed by needed explanatory comment, the source from which the data will be collected, and the anticipated method of analysis. The interpretation of each indicator is left open; some could be interpreted individually, others in clusters, still others in relation to the whole study.

It is beyond the intent of this research to use statistical analysis with each indicator, using traditional hypothesis testing in controlled variable conditions. Neither are inferential statistical procedures found in the analysis column. The one exception will be the Concerns Model indicator. Dr. John Rogan, who will administer the instrument, has used it previously and plans to do a statistical analysis. Concerns Model performance indicators will utilize a population of non-mentored control teachers. Variables found in mentorship and control schools are numerous indeed and virtually impossible to control. The sample size is too small to randomize them all out and is a limitation of the study.

Qualitative procedures are the primary methodology supplemented with the noted quantitative measures. Structured interview questions and written responses will not be on prepared scales, but rather "as stated." The structure benefit is to insure that the researchers ask a standard set of questions in each case. Mentee journals will be a valuable tool by which to record mentorship content and initial reaction and feelings about events. Interviews are a way of validating written responses and of discovering the "whys" of perceptions and opinions.

It is the intent of the study to portray mentoring in broad strokes covering a wide canvas of possibilities. The performance and attitude indications of this section are dependent on the conditions of the second research question for interpretation.

PERFORMANCE INDICATORS

Indicator	Comments on Indicator	Data Source(s)	Analysis
Retention First Year	Retired in same district after beginning year	Administration & teacher control schools interviews State Labor Department Literature	Percentage relative to control schools Relative to state Relative to national
Retention 2nd & 3rd years	Retired same district consecutively	Administration and teacher control schools interviews. Inquiry of teacher	Percentage relative to control
Retention in Profession	Different district but still teaching or Graduate school	Administration and teacher control schools interviews. Teacher inquiry Literature	Percentage relative to control Relative to national
District Evaluation Formative	As used by district	Administrative interpretation via interview	Success relative to instrument ranking
District Evaluation Summative	As used by district	Administrative interpretation via interview	Success relative to instrument ranking
IPDP	Progression from initial concern to planned solutions to results	Written IPDP Plans and follow-up interview	Written evidence of planned effects and results. Interpretation relative to Concerns Model stages
Concerns Model	Evidenced by Borich/Rogan indicators	Borich/Rogan questionnaire and response forms for mentees and control teachers, Pre and post application	Rogan analysis of differences for pre post and treatment control
Mentor's Assessment of Mentee		Structured and free interview	Case analysis
Mentee's Self-Assessment		Structured and free interview	Case analysis
Administrator's Assessment of Mentee	Intensity of problems and successes	Structured and free interview	Case analysis
In-service participation		Mentee listing via journal Mentor's validation	Relative to available in service opportunities
Other growth indicators	Locally determined	Administrative, mentor and mentee interviews. Mentee journal	Relative to opportunity and perceived benefits

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ATTITUDE INDICATORS

Indicator	Comments on Indicator	Data Source(s)	Analysis
Administrator's attitudes of program		Written summative response and interview	Relative to expectations
Mentor's attitudes of program	Including program effect on themselves	Written summative response and interview	Case analysis relative to year's experience
Mentee's attitudes of program	Personal impact Professional impact Mentor relationships	Written summative response and interview	Case analysis and interpretation

V. RESEARCH QUESTION NO. 2

ASSOCIATION BETWEEN CONTEXT CONDITIONS AND BEGINNING TEACHER WELL BEING

The pilot year study isolated categories of school conditions which might contribute to the success or failure of a new teacher -- conditions that mentors might help the newcomer address. These conditions were identified by participants and brought to the attention of the researchers in written or verbal comments. Any one or cluster of conditions does not lend itself to control within the parameters of this study. However, their presence or absence is a force to be reckoned with in the environment of the mentor-mentee relationship. Would any one condition determine success or failure? That is a possibility but the answer is unknown. More than likely, a combination of conditions in interaction might critically determine mentorship help necessary in a given school, but that same combination in another school might be inconsequential.

Examination of school conditions in this study uses a reliability approach, not reliability in the strict statistical coefficient sense, but rather a recording of school conditions as they are observed by the researchers or brought to their attention by the participants. In a given school, the greater the number of times a condition is brought to light, the greater is the consistency of that condition and the greater its potential impact. The reporting of a condition may not match reality, however. It is human perception that gives meaning to a condition. One person could be indifferent to a school environmental condition whereas another might be consumed by it. The same condition in different schools may go by different names.

Given these limitations, the study will record the surfacing of school structural conditions as they are made known from any one of five possible sources. The five sources are (1) directory information or written policy statements, (2) school administration, (3) mentor, (4) mentee, and (5) direct observation. Not all sources will be appropriate for any one school. Analysis will be by relative frequency. Interpretation will attempt to attach meaning to observed frequencies. Higher frequencies will indicate significance for a particular school and, if across schools, will indicate a condition worthy of general consideration.

The five data sources will be recorded on forms as they are brought to the researchers' attention. Duplicate "hits" and comment space will be provided. Recording will be a reflective recall by the researchers after site visitation interviews, direct site observations, mentee logbooks, and meeting contacts. Where possible, general meeting responses will be tape recorded for later review.

The conditions under consideration are classified into three broad categories and, as stated, were analyzed from the pilot year experience. The classifications are context, communications and professional growth. A list of each follows. A fourth open category is available for unanticipated conditions that did not surface during the pilot year in a consistent manner or that were missed by the researchers.

A. Context conditions: Backgrounds brought to the mentor-mentee relationship by the three significant players in the school culture

The beginning teacher

Personal
Cultural
Professional
Interpersonal
Receptivity

The Mentor

Credibility
Philosophical compatibility
Significant associations and contacts
Leverage within the district
Empowerment: Self and mentee
Networking
Innovation
Experience similarity
Control of environment

School and Community

Culture and history
Expectations
Standards
Adult values
Pupil values
Pupil demographics
School size
Rural - Urban continuum
School governance
School control
School management
School system information

B. Communication conditions: The opportunity and effectiveness of talk between mentor and mentee

Formal communication dedicated to mentoring

Released time
Structured observation and activity
School professional development structure
School induction/orientation structure
Substitute availability
Substitute acceptance
Peer evaluation, formative and summative if applicable

Informal communication

Assignment and responsibility similarity
Physical proximity

Interpersonal communication

Mentor barriers and facilitating behavior
Mentee barriers and openness
Philosophical compatibility
Social compatibility

Peer communication

Business separated from social talk

C. Professional growth conditions: Factors in the school culture and in the relationship that affect beginning teacher professional development

Definitions of professional growth

District policy
Negotiated agreements
Mentor's perception of growth
Mentee perception of growth
Administrator's perception of growth

Access to in-service

Perceived
Actual

Opportunity to participate in-service

Funding
Leave time
Substitute availability

Rewards for professional growth

Structural
Personal

Concerns Model application

Impediments to implementation
Support for implementation

D. Other conditions as they surface

VI. RESEARCH QUESTION NO. 3

OPTIONS FOR BROADER MENTORSHIP STRUCTURE IN MONTANA

This phase of the study will be drafted after the study results are completed. Mentorship in isolation, as investigated in the Beginning Teacher Support Program, will be taken into the arena of district and state support. Possible structural mechanisms will be explored of which one-on-one mentorship could be a component or could be a self-standing enterprise. The options and recommendations will include, but not be limited to, the following topics:

Mentorship as related to induction

Goals of mentorship/induction programs

Conceptional options for designing support systems

Strategies of beginning teacher support

Financial and administrative needs

Resources available to support programs

Assessment of beginning teacher support programs

When the results of the study are meshed with the background considerations, viable options will be advanced. Since the study has a qualitative approach to most of its content and procedures, the interpretation of the results will be able to focus on appropriate options. Appropriate in this context means that array of operational procedures which, when combined with local attitudes, will provide the best chance for mentorship acceptance and success.

Chapter 3

RESULTS OF THE STUDY

Procedures Used to Report and Interpret Study Results

Final results of the BTSP study are based primarily on the hard data collected from study years two and three. Pilot year one did supply limited data when such data were independent of, but still consistent with, the specifications of the research design of July 1993.

Data from year two (eastern Montana) and year three (western Montana) are combined with selected data from the year one pilot to create a single study data base. Where different performances occurred among the yearly samples of participants, those differences will be noted. Otherwise, results reported are assumed to apply to the cross section of beginning Montana teachers. Readers interested in the specifics of any year of the study are reminded that a separate annual report was submitted to CSPAC for each year of the study.

The format will address research questions one and two in order. Question one will provide readers with a summary of performance and attitude indicator results followed by a more detailed explanation of each, all in narrative style. The tables, figures, questionnaires, recording forms, etc., that support the narratives appear as a document section at the end of question one and are referenced within the text. This separated format will simplify the appearance of the report because the supporting documents often do not fit into traditional style form standards. Participants were asked to write comments and did so freely. Within the document section will be found many comments that provide valuable clues and ideas that future mentorships should consider. Some of the comments may be contradictory.

Question two takes the frequency of school structural conditions as they surfaced and groups them into a number of ranking scales. Supporting table and figures will be inserted in the text body.

Following question two is a series of special topics that were addressed during the study. These topics are relevant to the study but stand independent of research questions one and two. The special topics have strong implications for teacher education programs and mentorship program design.

Conclusions and interpretations for research questions one and two appear as Chapter 4. Since research question three deals with recommendations to CSPAC arising from study results, that question forms the concluding chapter of this final report.

Sampling Results

On July 15 each year, the project administrator Dr. Lee Spuhler secured a list of confirmed placements of new Montana teachers for the coming year from each of Montana's eight teacher education institutions. Targeting a broad geographical area of the state (Central/Rocky Mountain Front, Eastern and Western), he applied criteria of school size, grade level, subject specialty, gender and teacher preparation program to select a representative sample of beginning Montana teachers. Where possible, he secured Native American representation for the populations.

After application of the criteria, those candidates who fit the demographic match were selected to participate. There was no college or school district involvement in mentee selection. For their part, it was a random process. District administrators were contacted by phone and, after some subsequent correspondence and explanatory mailings, agreed to participate. A formal agreement was signed by mentor, mentee, administrator, district official and the Western Montana College Foundation. The project coordinators had no control over the manner in which the district may have or not have involved the future mentee and mentor in the decision to participate. The selection of a mentor was solely a district responsibility.

Table 1 of the document section shows the distribution of mentee and school district characteristics for the three years of the study. With the exception of the male/female ratio, a good representation seems to have been found. Other than Native American, no non-white beginning teachers were found. Affirmative efforts were required to locate minorities for the samples. For the colleges, Montana State University at Bozeman is underrepresented relative to its teacher production. That situation appeared not to be a problem of actual teacher placement as of July 15, but rather the university placement service did not formally confirm placements until later in the year.

There was a tendency for teaching graduates to take positions close to their undergraduate programs, but less common areas like special education and drama ranged further afield. U of M Western's emphasis on rural and small schools created over-representation in eastern Montana's predominately class "C" districts during year two.

A control group of non-mentored beginning teachers was utilized for study years two and three for comparison of performances on the Concerns Model and teacher retention indicators. The project administrator selected these teachers from the same pool used to select mentees. As nearly as possible, persons were selected whose demographic and teaching assignments were similar to that of that year's mentees. Selections often had to be made outside the geographical area under study that particular year. For 1993-94, eleven control teachers were found and ten were able to complete both the pre and post-test questionnaires needed for the comparisons. Ten were selected for 1994-95, but only eight completed the questionnaire. It was difficult to find beginning teachers who wanted to participate in the controls without any of the personal interaction and other rewards. Also, the researchers had problems getting the year three control sample to return the questionnaires within a reasonable time.

RESEARCH QUESTION NO. 1

Summary of Performance and Attitude Indicators

Table 2 summarizes the quantitative results of the fifteen performance indicators selected for the study. Performance is measured by formative and summative evaluations commonly applied to all teachers in a district but most indicators are aimed specifically at the beginning teacher or the mentor. Data on teacher retention and mentor effectiveness cover all three years of the study while the remainder cover only the last two years. After some combining, the various indicator results are explained in more detail in the sections that follow.

Mentees performed higher that average on retention, district evaluations, other administrative assessments, and on self-assessment. Analysis of individual professional development plans (IPDP) at the end of the first year showed a shift away from self concerns toward task and impact goals. This is the desired direction of professional development in teachers. The beginners' self-assessment of whether or not they attained these goals tended to be positive but was tempered by the self-judgment that they often did not know if attainment was reached at all or only partially attained.

Professional growth indicated by the concerns model showed the eastern Montana sample gaining faster than did their control counterparts, but the western Montana sample did not exceed the performance of their control group.

In-service participation was shown to be a "non-factor" in the lives of beginning teachers. This means that they attended whatever in-service was required of them but they showed little interest in writing about or talking about inservice opportunities and\or participation. This lack of interest created a situation whereby in-service could not be used as a measure of individual professional development during the first year of teaching.

Mentors were shown to be effective under the study conditions just over ninety percent (90%) of the time.

The attitudes of program participants were assessed to see whether the experience left them with a positive impression and whether certain conditions imposed by the experiment were effective. Table 2 also summarizes the attitudes of mentor, mentee and school administrator. Administrators felt positive about the program but some would have selected another new teacher as mentee had they been given the choice. They also say some incentive is needed for mentors but the $1,000 could possible be changed.

Mentors were unanimously positive toward the program and toward the effect that the experience had on them individually. With a few exceptions, mentees felt the program had a positive impact personally and professionally on their lives. Their relationship with mentors was positive 83% of the time, negative in one instance and conditional in three cases where some element of the relationship was not good.

Details of Performance and Attitude Indicators

Retention indicators: Table 3 shows the details of how the mentees over three years and the control group teachers stayed with the profession. "Active in profession" was a term applied to teachers currently under contract, under contract for the coming school year, or attending graduate school. In-state teaching was not a requirement. Substitute teaching or seeking a teaching position did not qualify as active under this definition. It should be remembered that there were 35 mentees and 21 control teachers in the retention sample, a function of three and two years of participation respectively. While larger samples would be desirable, comparisons can still be made. Some of the percentages now to be quoted are averages taken from the annual figures shown in the table. There is a dramatic difference in professional retention after one year between mentees and control - 97% for mentees opposed to 71.5% for control teachers. After the second year of teaching only one control group is available for comparison, but the mentee retention was 91.5% compared with 73% for control. After three years, no control is available as they did not start until the second year of the study. But 91% of the first year mentees are still active professionally. The Montana Department of Labor and Industry Supply/Demand Report: September 1992 says that by 1997, Montana will need 462 new teachers annually for "replacement and annual growth." The state report does not address in-state mobility across districts.

School district evaluations: The building principal normally was the person responding to the evaluation questions during April of each year. In some cases, there was no principal or some other designee was instrumental in the BTSP project. County Superintendents spoke for the very small multigrade rural elementary schools and some districts had a professional responsible for existing district induction/mentorship/buddy type programs represent the district in the interviews. If there was no response (NR) to a question, it was usually because the responding person did not have evaluation responsibility. The document section contains the interview forms and combined two year results from which the district evaluation data arose.

On earlier formative evaluations, 12 mentees out of the 24 total rated exceptional or above average. Almost the same number (13) were similarly ranked on the district summative evaluations. The remaining mentees were rated average by district definition while 3 were below or the official was unable to respond.
Respondents were asked to compare mentees with other new teachers in their experiences as of April. Sixteen (16) were judged to be exceptional or above average, 6 were average, and 2 below average or no response.

Individual professional development plans (IPDP): Part of a mentee's responsibility during the year was to formulate, update and self-evaluate a plan of professional development for themselves. The objective is stated, followed by the activities that will attain the objective and then specific indicators of success are written. Progress on IPDPs was checked during monthly on-site visits by the project coordinators. At the May general meeting, the IPDPs were turned in and then analyzed for classification as self, task or impact objectives as per the concerns model (see next section).

Task and impact objectives comprised 79% of the total, which indicates that beginning teachers set goals for themselves that are instructional and student- centered rather than self-centered. Both the eastern and western samples were within ten points of the 40% task and 39% impact components that make up the total.

When mentees were asked to judge their attainment of IPDP goals, the eastern Montana group was much more definitive in saying yes or no than was the western sample. Most of the "partial or no knowledge" responses observed in Table 4 were contributed by the western sample mentees. Some trouble was experienced by the researchers trying to get this group of new teachers to start writing IPDPs and two of them did not submit any at the end of the year.

Concerns Model indicators: Dr. John Rogan was contracted to apply the Concerns Model questionnaire to mentees and control teachers during years two and three. The instrument is composed of two parts. One part is free response where individuals express their concerns about teaching without any structured guidance. This is referred to in the analysis as "written concerns." The second part is a set of 45 situation statements with which respondents agree or disagree with on a five point scale of importance. A mean is thus calculated for respondents, the value of which signifies the importance of self, task and impact concerns for the group. This second process is called the Stages of Concern."

The essence behind the Concerns Model is that as teachers grow professionally, they move from the first stage of self concerns (what effect does teaching have on me?) to task concerns (classroom routine and organization), then on to impact concerns (what is the impact of my teaching decisions on pupil learning?) The two measures indicate the progress through the three stages. In the case of the BTSP, mentees are classified in September and again in May to assess their growth and to compare that growth with a non-mentored control group.

The results for year two were in line with what the Concerns Model would predict in teacher professional growth direction and magnitude. Year three results showed growth direction to be positive, but the magnitude of growth was not enough to be show differences between mentees and control teachers. Dr. Rogan wrote the conclusions for each of the two years as follows:

Year Two

"Although we are dealing with small samples and data that are open to interpretation, the study does, in my opinion, show the positive effects of mentoring. In the written concerns, the mentees did display a noticeable decrease in self and task concerns, accompanied by a sharp increase in impact concerns. By way of contrast, the percentages of the control group remained fairly stable. The data from the Stages of Concern questionnaire is less definitive, due in part to the small sample. However, looking at the changes within groups that were statistically significant, the mentee group showed a decrease in self concerns, while the control group had an increase in task

concerns. The comparisons between groups showed that the mentee group scored higher on impact concerns, although this difference only achieved the level of significance on the pre-test. Finally, the images of self-as-teacher showed an overall growth for the mentees, but decline for the control group."

Year Three

"It would appear that in the early stages, the mentoring process stimulates self concerns. While this was not an expected result, it is not unreasonable. It is likely that having a mentor encourages self-reflection, and that such reflections are likely to focus initially on self as a teacher. However, from this data alone, there is no evidence that the mentoring process helped accelerate professional development to any marked degree. Those who were mentored did display an increase in task concerns as compared to the control group. It is possible that mentors did focus on skills related to this area. However, it is the control group that showed the greater increase in impact concerns.

Although we are dealing with small samples and data that are open to interpretation, the study does not, in my opinion, show that mentoring produced any marked changes in the professional development of teachers. In the written concerns, the mentees did display noticeable decreases in self concerns, accompanied by a slight increase in impact concerns. However, the control group showed even greater increases in impact concerns. The data from the Stages of Concerns questionnaire again do not distinguish between the two groups, perhaps due in part to the small sample. Looking at the changes within groups that were statistically significant, the mentee group showed a decrease in self concerns. The comparisons between groups showed that the mentee group scored higher on self concerns on the pre-test."

The results of Dr. Rogan's analysis are shown in graphical form as Figures 2 through 5 in the document section of research question one. Figures 2 and 3 show the results of the written concerns for each of the two years and Figures 4 and 5 show the results of the Stages of Concerns for each of the two years.

A copy of the Concerns Model questionnaire administered for pre- and post-testing is included in the document section.

Mentor effectiveness: The research design called for "Mentor's Assessment of Mentee" as one performance indicator. Since all indicators were directed at the beginning teachers, the researchers decided to change one indicator to "Mentor Effectiveness" after noting differences in mentor performance. Effectiveness was defined as "actions appropriate for the mentee and to the local context." Mentor assessment was the collective judgment of the two researchers, drawing on information obtained from on-site interviews, general meetings, journal citations and administrative comments. The results over three years were that 34% of mentors exceeded expectations, 57% exhibited appropriate actions, and 9% performed below expectations.

Mentees self-assessment: As part of the Concerns Model analysis, each individual mentee can be placed somewhere along the self-task-impact continuum depending on his/her questionnaire responses. Using this placement as a basis, the researchers considered interview impressions, journal citations and other case-by-case information to arrive at a judgment of each mentee. The judgment was a comparison to the performance and growth expectations of beginning teachers as a cohort. For consistency, the results can be matched against administrator impressions. First year pilot mentees were not judged. Of the 24 mentees, 9 were well advanced of normal first year expectations, 9 were ahead of expectations, 6 were at average expectations, and none were below.

Administrator's assessment of mentee: During the April administrator interviews (see document section at end of research question No. 1) the question of new teacher problems and success was raised. Beginning teachers are very reluctant to bring problems they are experiencing to the attention of administrators for fear that a weakness may be exposed. Conversely, beginners hang on every word the administrator may utter that is a compliment or indicator that the new teacher is doing well. For these reasons, the administrator's perception of problems and successes is vital to new teachers, even though many times the teacher is unaware of those thoughts. The results show that administrators feel that mentored beginning teachers experience fewer problems and experience more successes than do new teachers as a group. The figures show that the expected inverse relationship does exist for the 24 mentees in the study.

	More than normal	Average	Less than normal	No Response
Problems	4	6	13	1
Successes	14	7	2	1

In-service participation: One of the common measures of professional growth is the teacher's participation in various in-service programs. Indeed, district salary schedules use educational advancement as one dimension leading to higher compensation. It follows that the amount of in-service utilized by beginning teachers could be one measure of first year growth. This possibility arose numerous times during the pilot year and subsequently when discussed by mentors as one possible reward a district might as mentor compensation.

When mentee in-service participation comments and thoughts citations were analyzed, it was discovered that the concept was of very little interest to first year teachers. They attended teacher conventions in the fall, participated in PIR days, and occasionally went to special workshops. But the priority of talk and thought exposed by journal writings and on-site interviews was very low. It seems there are too many more important concerns in a new teacher's life.

From the results of research question two - structural conditions - mentees had a discussion mean of 20.5 for perceived availability of in-service and a mean of 13.5 for

opportunity to participate. The mean expected if new teachers ranked a topic as average for discussion was 27.93. Thus, with so little interest shown, it was not possible to create any kind of in-service participation scale to measure professional growth. The research result for this indicator showed it to be a non-factor in mentee first year professional growth.

Other growth indicators from administrators: Two questions on the administrator's mail returned survey served as a reality check on previous administrative impressions and those of the researchers. That survey is found in the document section at the end of research question No.1.

One question asked, "Did the new (mentored) teacher develop beyond what your normal first year expectations would be? Respondents over the two years replied 69.5% yes, 26.5% no, and 4% no response.

The second question asked, "Was progress toward expectations any more rapid than you would normally expect without mentoring?" Unanimous agreement was almost reached with 95% yes and 5% no.

Administrators' attitudes toward BTSP program: As part of the two administrative surveys (see document section at end of research question), administrators were asked to respond to selected elements of BTSP structure. Since they were given the responsibility to select mentors, the question was asked if any staff resentment resulted. Only one of the twenty-four said there was some resentment with the rest saying none was experienced.

"As you reflect on your selection of X as a mentor, would you have done anything differently?" Two replied yes and 22 said no. It would appear that administrators were able to select mentors with 90% success.

"The program randomly selected Y as a beginning teacher to be mentored. If you were given the choice, would another beginning teacher have been your choice?"
Eleven of the 24 replied yes, 9 said no and 7 said perhaps. For experimental reasons, the district was taken out of mentee selection. As in choosing mentors, administrators felt that their reading of new teachers most in need of assistance could best be done locally. This result was expected and is not a criticism of the BTSP process or of local practice.

"Do mentors personalize the school for a beginning teacher?" This question was designed to test a basic premise underlying one-on-one mentoring, i.e., that schools evolve into unique cultures in which pupils teachers, support staff, the district and the community take on interactive roles within the cultural system. Mentors are people who can personalize that system for one new teacher. Seventeen of the 24 administrators said yes, that process did happen. One said no, one said to some degree, and seven had no response. The excess count resulted from multiple responses.

"Are new teachers contracted by July 15 of better quality than those contracted after that date?" Administrators responding yes were 44% of the total, no 32.5%, and no response 23.5%. This question arose when CSPAC members questioned the possible bias arising from the July 15 hiring deadline used to get the project underway in time each year. Only 30% of eastern Montana administrators said early hires were better as opposed to 58% from the western area.

"Is $1,000 or a similar reward needed for mentors?" Half of the administrators (50%) answered yes, 41.5% no and 8.5% no response. There were a number of conditional statements attached to the responses. There appear to be a good number of district options with which to compensate mentors. Judging from the statement of administrators and mentors, the principle of reward in exchange for mentor assistance is a concept necessary if the needed sense of responsibility is to be assured.

Mentors' attitudes toward program: At the final general meeting of the year, mentors were asked to rate the BTSP and its impact on them as professionals. Of the 22 mentors in attendance, all said the program had a positive impact on them individually and all viewed the program in a positive light. The reasons for their responses were written and these comments appear in the document section. The rejuvenation of professional responsibilities and thought seems to dominate the comments.

Mentees' attitudes toward program: Mentees rated the program and its impact on them as individuals at the final general meeting in May. When asked of personal impact, 23 rated the impact to be positive and one rated it to be neutral/conditional. The professional impact on them was rated 21 positive, one negative and two neutral/conditional. The new teachers were asked to rate the mentor-mentee relationship, resulting in 20 positive responses, one negative and three neutral/conditional. There appears to be about a 90 percent chance that the mentorship experience will be positive for a new teacher. The mentees' reasons for their responses are found in the document section.

Document Section for the Results of Research Question No. 1

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Table 1

MENTEE / DISTRICT SAMPLES OVER THREE YEARS

	Year One	Year Two	Year Three	Totals
N	11	12	12	35
School Size:				
AA	2	1	2	5
A	2	3	4	9
B	2	3	2	7
C	3	4	2	9
Indep. Elem.	2	1	2	5
Elementary	6	4	6	16
Secondary	4	5	6	15
K - 12	1	3		4
Male	2	5	6	13
Female	9	7	6	22
Non-white	2	0	0	2
Colleges:				
UM	3	1	4	8
MSU	1	1	2	4
MSU-E	2	4	3	9
MSU-N	1	1	1	3
UM-W	1	4	1	6
RMC	1	1	0	2
CGF	1	0	0	1
Carroll	1	0	1	2

Table 2

SUMMARY OF PERFORMANCE INDICATORS
1992 - 1995

Indicator	Results	Detail on Page...
Retention First Year - Over three groups	Mentees / Control 1992-93: 11 of 11 in teaching / N/A 1993-94: 11 of 12 in teaching, grad school / 8 of 11 teaching 1994-95: 12 of 23 in teaching / 7 of 10 teaching	31
Retention Second Year - Over two groups	Mentees / Control 1992-93: 11 of 11 in teaching / N/A 1993-94: 10 of 12 in teaching, grad school / 8 of 11 teaching	31
Retention Third Year - Over one group	Mentees / Control 1992-93: 10 of 11 in teaching / N/A	31
Retention in Profession	Mentees / Control 1992-93: 91% after 3 years / N/A 1993-94: 83% after 2 years / 73% after 2 years 1994-95: 100% after 1 year / 70% after 1 year	31
District Evaluation Formulative Evaluation N = 24	Exceptional 3 Above Average 9 Average 6 Below or NR 3	32 Item 2
Compared with other new teachers at that point in time N = 24	Exceptional 9 Above Average 7 Average 6 Below or NR 2	32 Item 2
District Evaluation Summative N = 24	Exceptional 3 Above Average 10 Average 9 Below or NR 2	32 Item 3
IPDP Distribution of IPDP Objective Total = 92	Self Concerns: 19, 21% / Task Concerns: 37, 40% / Impact Concerns: 36, 39%	39
Attainment	Yes 7 / No 5 / Partial or NK 7 — Yes 15 / No 1 / Partial or NK 21 — Yes 16 / No 0 / Partial or NK 20	39

Table 2
(Continued)

PERFORMANCE INDICATORS
(Continued)

Indicator	Results	Detail on Page...
Concerns Model	Change in Percent on Written Concerns	
	1993-94 Mentees / 1993-94 Control / 1994-95 Mentees / 1994-95 Control	
Self	48 to 28 / 26 to 34 / 50 to 28 / 37 to 20	39 to 43
Task	33 to 14 / 34 to 31 / 33 to 44 / 33 to 10	
Impact	18 to 58 / 40 to 34 / 17 to 28 / 30 to 70	
Mentor Effectiveness N = 35 over three years	Above Expectations 12 - 34 % Appropriate Expectations 20 - 57 % Below Expectations 3 - 9 %	22
Mentee's Self-assessment N = 24	Well Advanced 9 Ahead of Expectations 9 Normal Expectations 6 Below Expectations 0	23
Administrator's Assessment of Mentee N = 24	More than Normal / Average / Less than Normal / NR	32
Problems Encountered	4 / 6 / 13 / 1	Item 4
Success Frequency	14 / 7 / 2 / 1	
In-service Participation Discussion mean over two years of 27.93	Discussion mean 1993-95 = 20.5 for access Discussion mean 1993-95 = 13.5 opportunity	65
Other Growth Indicators from Administrators N = 24	Did the new teacher develop beyond what your normal first year expectations would be? Yes 69.5% No 26.5% NR 4%	44 Item 5
	Was progress toward expectations any more rapid than you would normally expect without mentoring? Yes 95% No 5% NR 0%	44 Item 4

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Table 2
(Continued)

SUMMARY OF ATTITUDE INDICATORS 1993-94 and 1994-95

Indicator	Results	Detail on Page...
Administrator's Attitudes of Program N = 24 If N>24, caused by multiple responses	1. Experience any staff resentment? None 23. Some 1	Pg. 35, item 6
	2. Mentor selection -- done it differently? Yes 2. No 22	Pg. 36, item 7
	3. Would you have selected another beginner as mentee? Yes 11; No 9; Perhaps 7	Pg. 36, item 8
	4. Do mentors personalize the school for a beginner? Yes 17; No 1; Some degree 1; NK 5	Pg. 37, item 9
	5. Are beginners contracted by July 15 any better? Yes 44%; No 32.5%; NK or no response 23.5%	Pg. 45, item 9
	6. Is $1,000 or similar reward needed for mentors? Yes 50%; No 41.5%; No response 8.5%	Pg. 45, item 10
Mentor's Attitudes of Program	N = 22	
On the Program:	Positive 22 Negative 0 (Two unable to respond)	Pg. 50
On Self as Mentor:	Positive 22 Negative 0 (Two unable to respond)	Pg. 52
Mentee's Attitudes of Program		
Personal Impact:	Positive 23 Negative 0 Neutral/Conditional 1	Pg. 54, item 1
Professional Impact:	Positive 21 Negative 1 Neutral/Conditional 2	Pg. 55, item 2
Mentor-Mentee Relationship:	Positive 20 Negative 1 Neutral/Conditional 3	Pg. 56, item 3

Table 3

RETENTION AFTER FIRST YEAR

	92-93 Mentees	93-94 Mentees	93-94 Control	94-95 Mentees	94-95 Control
N	11	12	11	12	10
Original District	9	9	7	12	7
Another District	2	1	1	-	-
Seeking Teaching	-	1	3	-	1
Grad School	-	1	-	-	-
Not Teaching	-	-	-	-	2
Active in Profession after 1 year *	100%	92%	73%	100%	70%

RETENTION AFTER SECOND YEAR

Original District	8	5	6	n/a	n/a
Another District	3	3	2		
Seeking Teaching/Subbing	-	2	2		
Grad School	-	2			
Not Teaching			1		
Active in Profession after 2 years *	100%	83%	73%		

RETENTION AFTER THIRD YEAR

Original District	7	n/a	n/a	n/a	n/a
Another District	3				
Seeking Teaching/Subbing	1				
Grad School	-				
Not Teaching	-				
Active in Profession after 3 years *	91%				

* Active = Under contract or graduate school

School
Administrator
Mentee
Mentor

SUMMARY OF ADMINISTRATOR INTERVIEWS

1994 and 1995

1. Will _____ be returning to the district next year? Any details of the decision that might have implications for the mentorship program?

N = 24

Returning to District	Could Return	Returning, but different assignment
21	2	1

Was the decision in any way based on the fact that _____ was a participant in the mentorship program?

1994-95 : N = 12

Yes	No
0	12

2. What is your assessment of _____'s performance on the formative evaluations that took place during the year?

Exceptional	Above Average	Satisfactory (Avg)	Below Avg or No Response
3	9	9	3

Are you able to compare that performance relative to other new teachers at the same point in time?

Exceptional	Above Average	Average	Below Avg or No Response
9	7	6	2

3. Have any final summative evaluations been conducted yet? If so, how did _____ come out? Where did ____ stand on any rating scale that might have been used?

Exceptional	Above Average	Satisfactory (Avg)	Below Avg or No Response
3	10	9	2

4. Was the number and intensity of problems experienced by _____ this past year any greater or less than what you might expect from a new teacher?

More than Normal	More than Normal (because of situation)	Normal	Less than Normal	No Response
3	2	6	13	1

Details? Was the mentor a factor?

More than Normal:

More at first, but dissipated quicker - weeks instead of months.
A difficult classroom chemistry existed - not planned but existed from the start.
Mentor's work was instrumental in reducing number of detentions assigned to pupils.
Class was a group of "ringers." Some pupils on treatment. Beginner would have quit by Christmas without mentor's encouragement.
A better match of mentor with mentee's style would have helped. Channels not followed in matching the two.
More problems than new teacher anticipated - factor was ten Chapter I pupils within classroom.

Average:

Would have been more serious problems had mentor not been available.
New teacher could discuss problems in detail with mentor.
Could have been worse: some problems with older kids.
If the Mentor had not been there, _____ would have had many problems.
Biggest problem was keeping kids on task -- will do better after mentor retires.

Less than normal:

Less problems with behavior, policy and parental issues.
Administrator used mentor as an intermediary between other staff members and the new teacher.
At beginning of year, mentor was a factor. Effect tapered off.
Potential problems with institutionalized kids did not transpire.
Extra curricular assignment was the problem -- not the teaching assignment.
Combination of maturity and mentor's help.
Would have succeeded without mentor because of maturity level.
Mentor's classroom activities showed up in mentee's classes.

Were the successes of ____ more frequent or of greater magnitude than you might normally expect?

Greater than expected	Normal	Less than expected	No Response
14	7	2	1

Details? Was the mentor a factor?

Greater than normally expected:

Mentor's role was affirmative - encouraged beginner not to abandon efforts.
Organization of the curriculum: integration of curriculum.
How fast and how much to attempt in a given amount of time.
Some teachers bring a better background/personal package to the job than do others.
Self-confidence of new teacher enhanced allowing some leadership to show through.
Pitfalls avoided.
Mentor was right next door.
Relative to the situation, mentee better than expected.
New teacher given free rein -- thus more opportunity.
Gained 2-3 years in curriculum growth; gains in classroom management.
Mentor is (was) even tempered.
Probably could have made it on her own.

Normal successes

Some of mentor's help replaced what principal might normally have done.
No doubt that existence of program's structure and rewards affect the priorities of the mentor.
Faster improvement because of mentor.
70% depended on mentor this year; 30% next year; 0% third year.
Gained much technical knowledge from mentor.
Mentee learned one does not have to be expert in all areas.

Less

Mismatch of the pair. Mentor's responsibilities undefined.
Situation was the factor -- no win.

5. Were there ways in which ____ developed as a new teacher this year that you feel could be attributed to the mentor? Specifics?

Categories of development -- *not prioritized*

Personal development:

Innate gentleness was nurtured and incorporated into teaching style.
Beginner allowed to develop as his own person - not a copycat.
Confidence and assertiveness developed.
Growth between evaluations due to personal relationship which opened the door to improvement.
Safe, non-threatening interaction / talk
Confidence

Noted contrast in personal teaching style with that of others.
How to communicate
Conflict management
Working with aides / other staff
Patience

Task Classroom development:
Time on task.
Details of grading and record keeping.
Classroom management.
School system protocol.
Dealing with problem kids.

Impact development:
Curriculum integration developed as the modality.
Insights on working with children.
Curriculum planning with materials and activities.
Daily implications of curriculum.

Other comments:
Hard to separate the cause/effect of the personalities from the type of assistance rendered.

6. Did you experience any resentment from other teachers over the selection of _____ as a beginning teacher or the selection of ____ as a mentor?

None	Some
33	1

Comments

1. Mentor is not socially active. Other staff members compensated for the mentor in that regard.
2. Would have helped to have known more about new teacher, but this is not easy with 57 employees in the building.
3. Other teachers saw an advantage to using mentor as an intermediary path to the new teacher.
4. Use of the district's $1,000 for broader school purposes softened any criticism.
5. Other staff not informed of the mentor's $1,000 reward.
6. Selection of mentor matched our existing buddy system selection procedure, so it was a natural.
7. An aide created a problem, talking behind the new teacher's back.
8. Some mentees thought they should get paid.
9. Everyone totally behind the ideas.
10. No problems, but this was dumb luck. (The school already had a mentoring system in place)

7. As you reflect on the selection of _____ as a mentor, would you have done anything differently?

Yes	No
2	22

Comments

1. The superintendent chose the mentor, as the principal was new to the building.
2. Given the grade level and proximity, would have done it again.
3. Mentor's role needs to be defined relative to the specific new teachers so a positive relationship can develop.
4. Would have chosen the same person, even without the proximity and similar assignment.
5. Our school is striving for subject integration, so that was paramount in selecting the mentor.
6. Three or four others would also have made good mentors in this circumstance. The selection of a credible, well-leveraged mentor worked well.
7. The $1,000 for the mentor could be an issue if the same person received it two years in a row.
8. The mentor's leverage within the school worked to the beginner's advantage.
9. Tough call on whether a subject-oriented or people-oriented person would be best mentor -- depends on the situation.
10. Specialists and odd-assignment teachers need the most help.
11. In small schools, mentor with similar major/minor assignment not possible. Thus, a principal may be the logical mentor choice.

8. The program randomly selected ____ as a beginning teacher to be mentored. If you were given the choice would another beginning teacher have been your choice?

Yes	No	Perhaps
11	9	7

Comments

1. Elementary teachers need the most help.
2. Middle school grades need more help.
3. Secondary teachers most need mentoring.
4. New teachers with odd assignments need mentoring.
5. Better to mentor young, less assured teachers.
6. New teacher's age, competence and maturity would cause me to select a more "malleable" beginner.
7. _____ would have succeeded anyway.
8. Certain structural or personal factors create situations where new teachers need mentoring, i.e., "free spirits" in art or music.
9. Would have chosen someone who was full time in the position rather than half day.
10. Interview impressions will drive my selection.

11. New teacher brought in a solid background. Hard to judge whether success was due to mentoring.
12. Candidates coming from colleges today are much better prepared than in the past
13. New teachers with 7th or 8th grade assignments should be the beginners mentored
14. Extra-curricular is a drain. Would prefer that mentoring take place on someone without that factor. (Confounds the effect)
15. After time, could see that another new teacher was more in need of help.

9. Schools evolve into systems or cultures in which pupils, teachers, support staff, the district and the community take on interactive roles within the system. The project views mentors as people who can 'personalize' that system for one new teacher. Do you feel that process took place for ____ this year? Examples?

Yes	No	To Some Degree	No Response
17	1	1	4

Examples

1. Looking at schools as unique cultures is an accurate theory.
2. Our elementary and secondary staffs are two different social groups. Former teachers who had cross-over assignments have had problems satisfying both sides of that equation.
3. Personalities in our school act certain ways; a mentor who can read those actions is a quality needed in a mentor.
4. The new teacher may still have to learn the hard way.
5. The nuts and bolts of schools can be conveyed in groups. But the real teaching art is personal and must be addressed on that level.
6. Some mentors may not be representative of the total school culture. But in combination with other staff, that mentor's influence can be effective.
7. Dealing with social do's and don'ts.
8. Dealing with faculty personalities.
9. Dealing with school and community.
10. Personaize school -- yes; Personalize community -- no. (Mentor did not live there)
11. Handling outside activities.
12. Handling internal turmoil.
13. Could not have done any better.

10. What ideas have you generated in your own mind about the induction of new teachers generally or in your district as a result of this year's experience with the mentorship program?

On mentors

1. Incentives for mentors help incorporate the needs of the new teacher with their priorities and responsibilities. Renewal leverage is tool for administrators.
2. Releasing a mentor from active duty may not work. The immersion of that teacher in the active school life is necessary to properly benefit the novices - not what we did in prior years.

3. Keep training loose enough so that local definitions/intentions can be used.
4. Department heads, if applicable, should be trained as mentors.
5. Bring both in early -- pay them.
6. To the mentor -- "You have something of value and we want you to share it."
7. There are too few $1,000 rewards for good teachers.

On mentees

1. Mentoring can be part of planned professional development.
2. Regional meetings of new teachers would be a therapeutic show and tell.
3. Mentees, like ducks, are "cool and calm on the surface but paddling like mad underneath."
4. Wit and humor are big factors.
5. Would set up programs for new teachers, using goals, objectives, methods.
6. A cheap investment to retain teachers.
7. Mentor the second year teacher, after specific needs and problems are known.

On administrators

1. Guidelines for administrators would help, but not imposed criteria.
2. Include administrators in initial mentorship meeting.
3. A down side: Mentor often talks with beginner in place of administrator. Thus, administrator may not get to know new teacher as well.
4. Use the chain of command when picking mentors -- those closest to the situation.
5. We don't do enough -- reminds us of the need for initial assistance.
6. Opens my eyes wider.
7. Inaugurate new teacher early to special district practices, i.e., Madeline Hunter.

On the process

1. Sit down early before school starts. Formalize the process with regularly scheduled interaction. Mentoring assistance more critical at start of year than later on.
2. Keep the process voluntary. Some district/school may not be good candidate.
3. Regional efforts, as in upper Flathead, are being pursued.
4. Hold regional meetings of new teachers.
5. Some structure needed to create guidelines.
6. New teachers could be asked by administration to keep a log.
7. Mentoring should be part of teacher education.
8. Provide released time for the pair - at the least, schedule some prep time.

Table 4

ANALYSIS OF IPDP'S RELATIVE TO CONCERNS MODEL

1993-94 and 1994-95

New teachers = 24

IPDP's submitted = 22

Number of objectives cited in 22 IPDP's = 92

Range of number of objectives cited = 3 to 7

Mean number of objectives per new teacher = 3.83

Distribution of objectives re Concerns Model Categories

Self concerns	=	19	=	21%
Task concerns	=	37	=	40%
Impact concerns	=	36	=	39%

Completion of attainment rate of IPDP goals as determined by Mentee

N = 92

Goals attained	=	38	=	41%
Goals not attained	=	6	=	7%
Goals partially attained	=	26	=	28%
No knowledge	=	22	=	24%

All goals stated had accompanying performance indicators.

Attainment by Concerns Model Categories

	Attained	Not	Partial	NK
Self	5	5	3	4
Task	15	1	13	8
Impact	16	0	10	10

Figure 2

Changes from pre- to post test on the percentages of types of written concerns expressed by mentees and control teachers 1993-94.

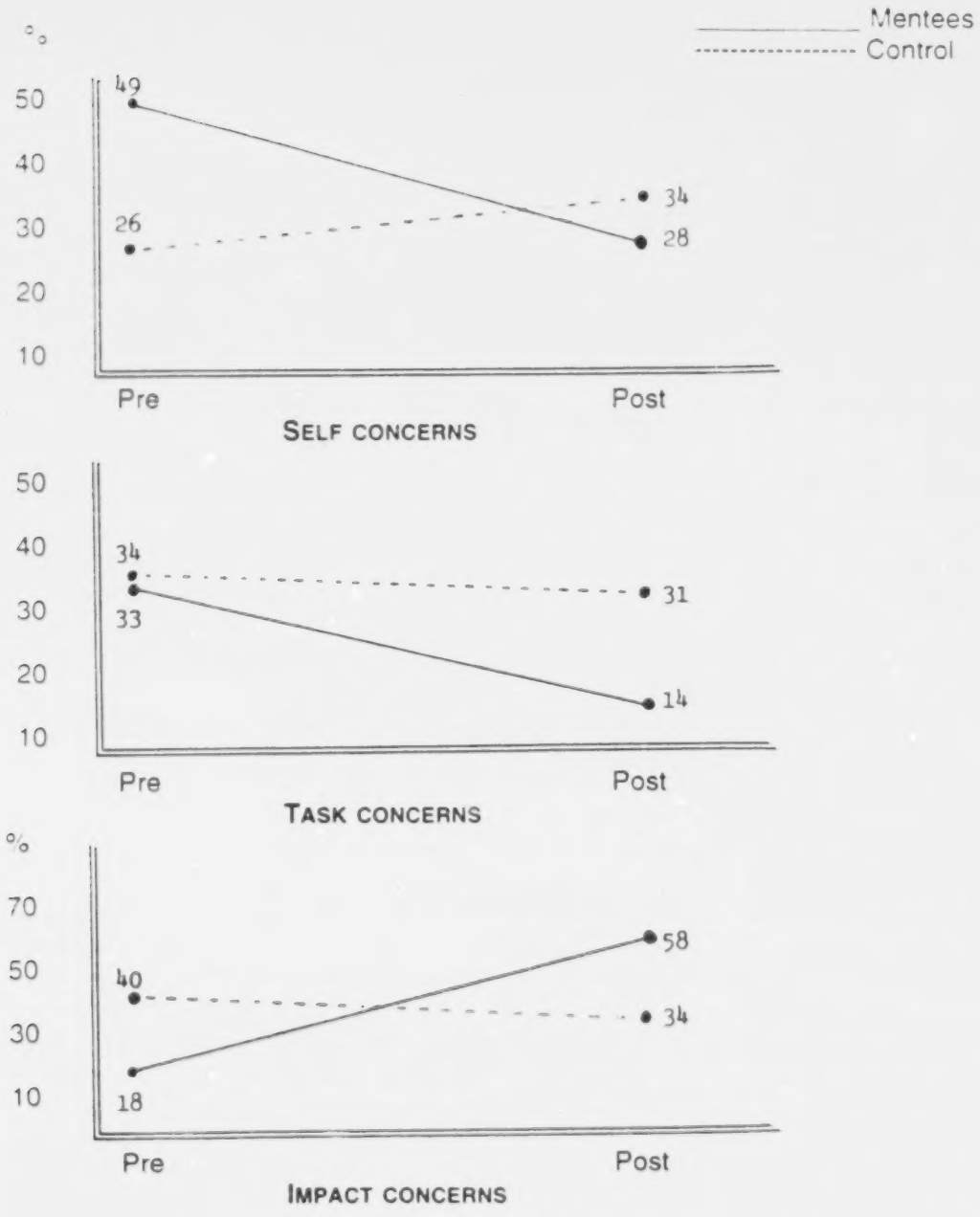


Figure 3

Changes from pre- to post test on the percentages of types of written concerns expressed by mentees and control teachers 1994-95.

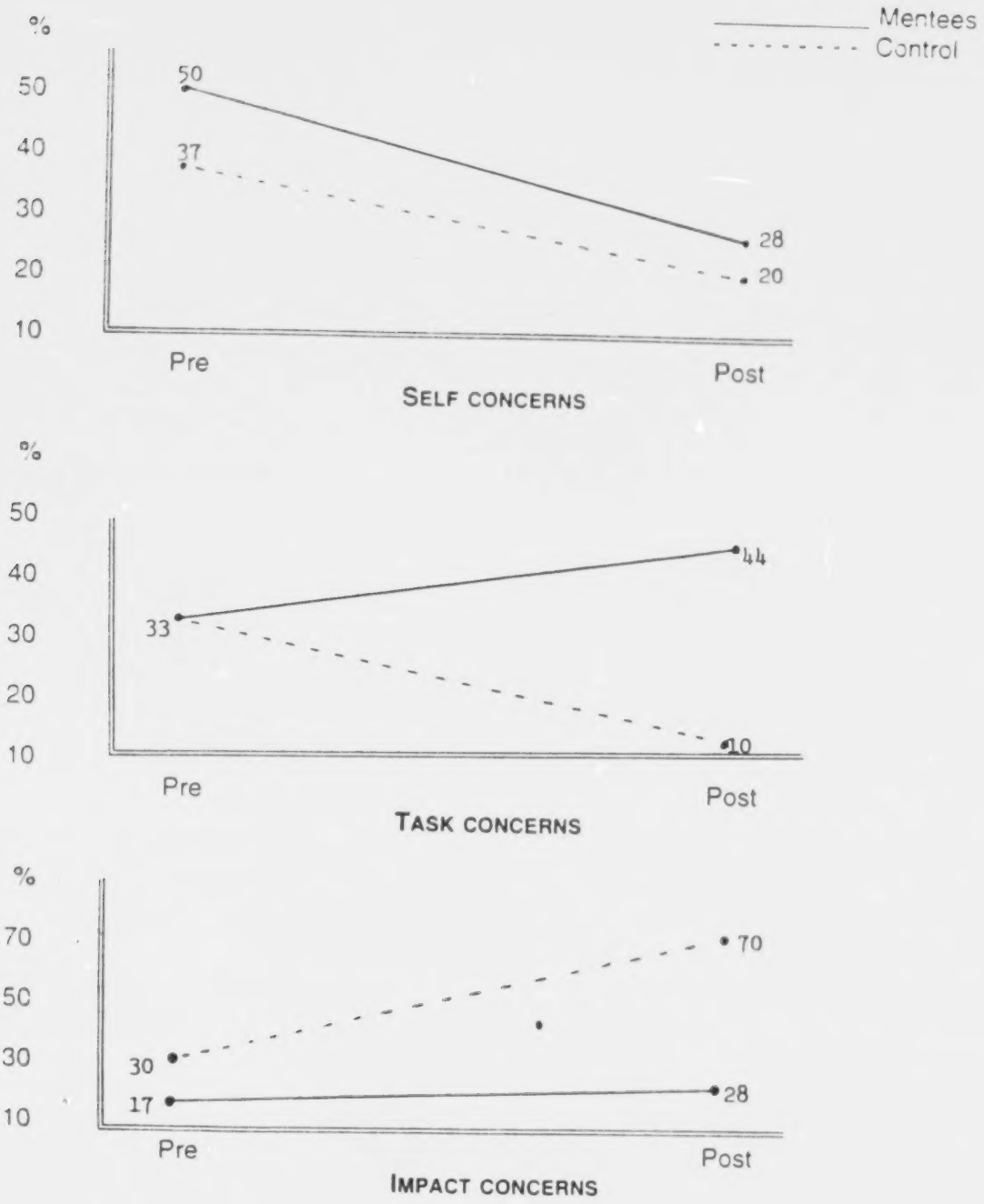


Figure 4

Means of mentees and control group on the pre- to post test for self, task and impact concerns: Stages of Concern Questionnaire 1993-94

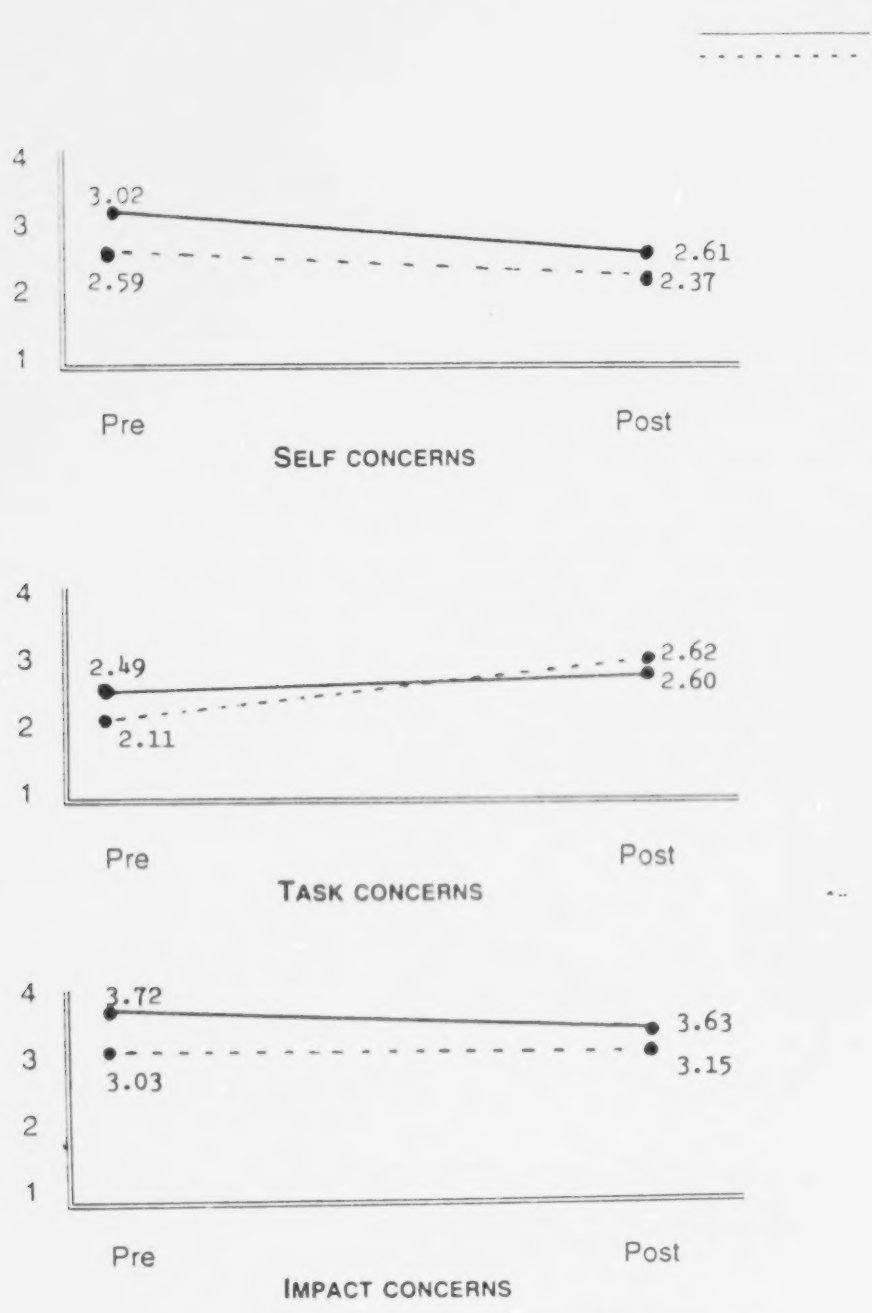
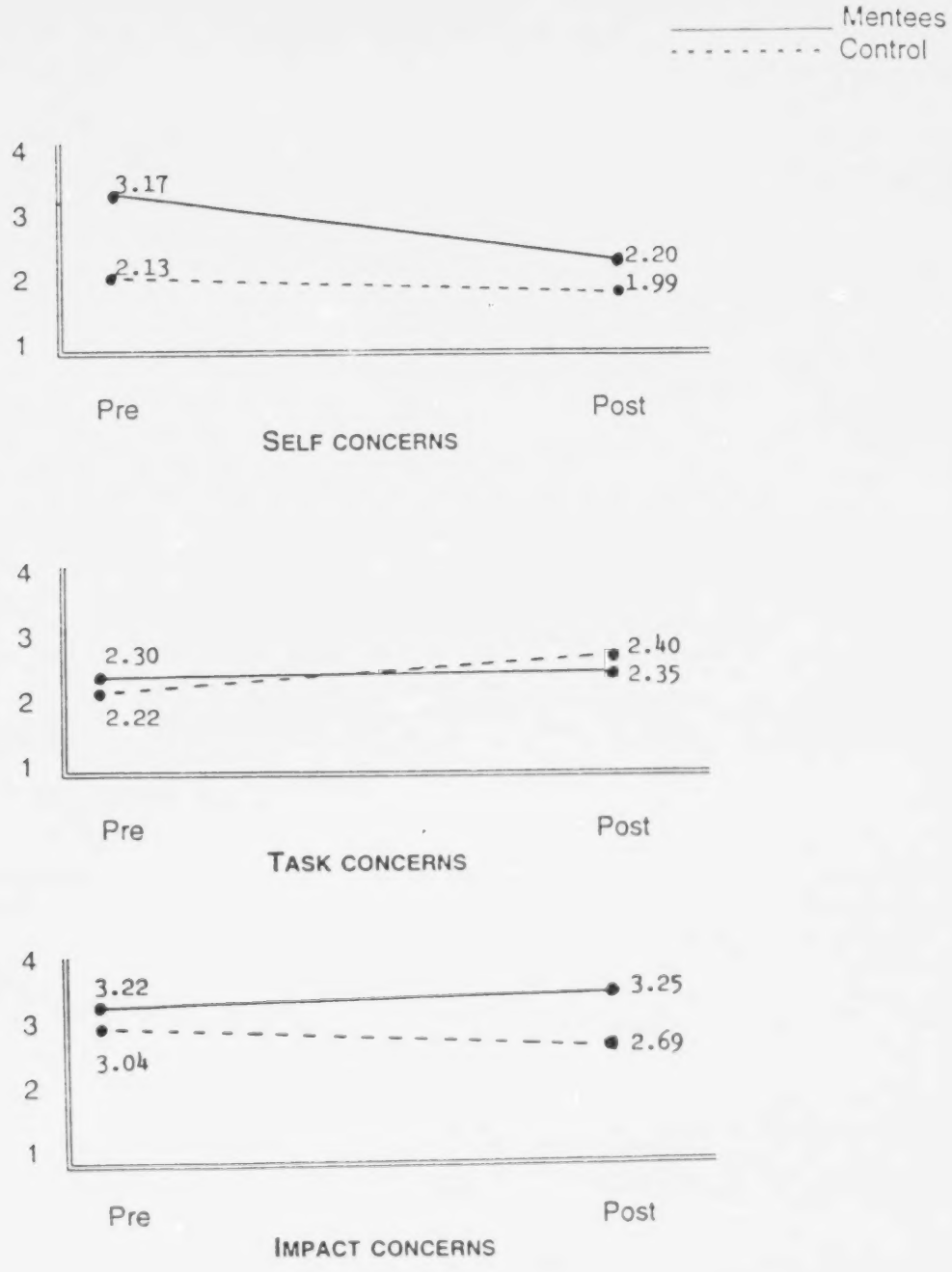


Figure 5

Means of mentees and control group on the pre- to post test for self, task and impact concerns: Stages of Concern Questionnaire 1994-95



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School_____
Administrator_____

SUMMARY OF ADMINISTRATORS' ATTITUDE SURVEY FOR BEGINNING TEACHER SUPPORT PROGRAM 1993-94 and 1994-95

The mentorship program in which you participated this school year is a research project designed to answer the following question:

> "Does the formal pairing of a beginning Montana teacher with an experienced mentor during the first year of teaching facilitate the pace and quality of a new teacher's development into a competent practicing professional?"

The following items ask for your response to the mentorship program as you saw it function in the context of your school. Circle a response and comment as you see fit.

Professional Development of the New Teacher

		Percent of 12 responses		
1.	Do you have a set of general developmental expectations for first year teachers in your school?	67 Yes	33 No	0 NA
2.	Were the expectations of the new teacher under mentorship any different from the expectations of other non-mentored new teachers?	5 Yes	95 No	0 NA
3.	Did the new teacher meet your expectations for the year?	100 Yes	0 No	0 NA
4.	Was that attainment, or progress toward your expectations, any more rapid than you would normally expect without mentoring?	95 Yes	5 No	0 NA
5.	Did the new teacher develop beyond what your normal first year expectations would be?	70 Yes	26 No	4 NA

- ✡ Comments on new teacher professional development:
  See Attachment A
- ✡ List one or two top expectations you had for the new teacher.
  See Attachment B

School Context and the New Teacher

6. Do you feel the mentor helped the new teacher learn your school's standard operating procedures better than would be normal during the first year?

90	10	0
Yes	No	NA

7. Did the new teacher learn the ins and outs of the school and community more quickly than normally would have been the case without mentoring?

85	15	0
Yes	No	NA

8. Do you feel the new teacher's person problems and his/her relationships with existing staff were addressed or better understood because of the mentor's presence?

82	14	4
Yes	No	NA

☼ Comments on the school context and the new teacher:
See Attachment C

The Project Structure

9. Beginning teachers for the project were selected because they were under contract by July 15, 1993. Do you feel new teachers hired by that date are generally of a better quality than those hired after that date?

44	33	18	5
Yes	No	NA	NR

10. Mentors are paid $1,000 by the project for the year's work. Looking to the future, do you feel a similar financial or equivalent reward would be needed to make one-on-one mentoring an accepted responsibility for veteran teachers?

50	41	9
Yes	No	NA

11. Does your school already have some form of structured help for new teachers that differs from the annual general faculty orientation?

49	51	0
Yes	No	NA

☼ Comments on project structure:
See Attachment D

THANKS FOR YOUR HELP

Return in the enclosed envelope
to: Dr. Alan Zetler
Western Montana College
710 South Atlantic
Dillon MT 59725-3598

SUMMARY OF ADMINISTRATOR'S ATTITUDE SURVEY COMMENTS
"Comments on new teacher professional development" item.

Mentoring wonderful in every way, i.e., helps teachers, students and administrators.

Because of _____'s maturity and past experience, he was able to start in the classroom and achieve.

Much more poised and confident.

_____ was a professional before he took the job and he became an important person in the interaction among the staff. He took professional advice from his fellow workers and put it to good use in the classroom.

Was able to connect with significant teaching personnel quicker because of mentor's intervention.

The mentoring program fills a void left by every professional development program. It is site based and deals with the realities of the job.

Potential is realized. I begin to see self-confidence.

Mentorship provided an avenue for professional development.

New teachers need special opportunities for orientation, curriculum and knowledge of other staff.

_____ gained confidence and techniques with help of mentor.

Development and assimilation into school and community structures enhanced by mentor.

Development must include more than academics, it includes adjusting to the school community and the details that make it work.

I seriously believe _____ might have quit by Christmas had it not been for the mentorship program. It was wonderful for us.

_____ started out with many discipline referrals, but after working with mentor, reduced them considerably.

Development occurred in variety and appropriateness of lesson delivery, instructional strategies and teaching for an objective.

Attachment B

SUMMARY OF ADMINISTRATOR'S ATTITUDE SURVEY COMMENTS
"List one or two top expectations you had for the new teacher."

Comments (ranked by frequency) for 1994-95 were as follows:

1. develop rapport with staff and pupils.
2. classroom management.
3. discipline skills.
4. curriculum understanding.
5. inner workings of the school.
6. climate conducive to learning.

Other single comments:

gain self-confidence.
develop flexibility in lesson delivery.
exhibit growth in sensitivity to children.
develop lesson design.

Other comments from 1993-94 include:

Successful first year: works well with kids.
Communicates well with co-workers. Handles discipline with intermediate students. Not try to implement too many changes.
Rapport with students and community: discipline control in the classroom.
To be knowledgeable in _____: to be able to write an I.E.P.
To relate to students in a positive way and provide a class that is useful for any future experience the students may encounter.
To provide a structured discipline oriented learning situation.
Good classroom control: students on task during class time; methodology and activities are designed to meet individual needs of students.
Respectable classroom management: meeting curricular expectations of the subject area.
Learning to deal with parents who are board members or spouses of board members.
To follow district policies and procedures: work as a team member with existing faculty: use common sense in dealing with kids.

Attachment C

SUMMARY OF ADMINISTRATOR'S ATTITUDE SURVEY COMMENTS

"Comments on the school context and the new teacher"

_____ has "fit" in very well. Because of the person he is, it is difficult to know how his first year would've been without the mentor program.

Having the mentor was something that worked very well for _____ school.

We always consider when hiring, "Will the teacher fit into the staff?" This program helped jump start the process.

The program gave the mentee a person to bounce ideas off.

The sooner a new teacher understands the ins and outs of the school, the fewer problems/situations arise.

The mentor acted as a go-between in the establishment of rapport; also regularly reminded the new teacher of expectations and duties.

We have three teachers in our middle school program. The mentor/ mentee relationship had the effect of leaving the third teacher out.

Whether it was the beginning teacher's personality or the influence of the mentor program, our new teacher showed a rapid development of self-confidence and leadership.

SUMMARY OF ADMINISTRATOR'S ATTITUDE SURVEY COMMENTS

"Comments on project structure"

Keep the project going for future teachers.

I would like to develop such a program possibly within.

When I spoke with Dr. Spuhler yesterday, I told him I felt it should be a volunteer type of program. If a district was forced or it was mandated -- I think it would lose its effectiveness.

Excellently done!

Ran very efficiently and smoothly.

I would hope that it continues at the district levels. I believe it has equal value for both mentor and mentee.

We see no need for the stipend for mentors. In fact, it hurts programs in which other teachers act as mentors as a professional privilege/obligation.

The structure of the program was well organized and easily managed.

A profitable project and should be continued if at all possible; the key is mentor selection.

We currently have what is not much more than an assigned buddy system.

We hope to incorporate this program into a district model.

Great help to our system.

Mentoring is worth paying for. The reward makes the mentor more responsible.

Our mentee assisted with structuring help for the other eight new teachers in the building.

Although not structured, I feel support for our new teachers has been there through other teachers and administrators.

I don't know if $1,000 is the magic figure, but the stipend helps make people more willing. One half of the amount would probably suffice.

SUMMARY OF
MENTORS' ATTITUDES TOWARD PROGRAM
1993-94 and 1994-95

22 of 24 mentors responding

Question 1: Attitude toward the program

Positive	Negative	Neutral or Conditional
22	0	0

Reason why positive

Attitudes have been positive throughout.
Support from district administration.
Strong trust developed between the two of us.
Saw evidence of professional and emotional growth in mentee.
Realized how many little things experienced teachers take for granted.
No way this program cannot be of assistance to new teachers.
New teacher is incorporated faster.
Created better fellowship within our department.
I've learned from other participants.
We both grew professionally.
More at ease talking with each other.
We became good friends in the process.
New enthusiasm for me.
I have a long-standing ownership in our school program. I appreciated the opportunity to bring the mentee into that program.
Traveling together to general meetings was significant.
Made us aware at our school how important it is to get to know new teachers.
Mentee's ideas and concerns have stimulated my thinking.
Practical wisdom and knowledge.
I learned as much as new teacher.
Friendship developed -- rapport developed.
Encouragement, support, advice for the beginner.
Mentees develop their own goals.
Getting together -- relaxing breaks.
Sense of purpose, bonding.
Support in times of peer conflicts.
Salvage the new teacher from the frustrations and shattered dreams.
Mentor has "been there/done that."

Mentor & Mentee in professional problem solving relationship.
Involvement in a research project with observable implications.
Flexibility in scheduling and sensitivity to individual situations.
Right amount of information without creating expectation anxiety.
Logistical arrangements satisfactory.
Support system to help clarify unspoken rules unique to the district.
Formal framework to facilitate transition of new teachers into a system.
Legitimize the concerns of new teachers.

Concerns about the process

Needed more uninterrupted time together.
Start the process early in the year.
Keep the program flexible - all new teachers may not need the help.
The $1,000 for the district enabled the administration to buy time for us to be together.
Incentives are needed to secure good mentors.
I would like more training as a mentor.
Stronger support at the beginning.
Need a plan for reassignment if the pairing does not work out.
Earmarking how the district's $1,000 will be used.
The mentee should also be rewarded with incentives.
A little heavy on mentor stipend.
Distribute the project's funding throughout the state.
Personality clash between the pair.
Mentees don't know or articulate what they need/want.
Lack of information to other teachers about the program.
Mentor at first questioned own capabilities.
Lack of enough time to devote to mentee or to the program.
Lack of structured or released time within district.

Suggestions for change

Develop specific local activities to evaluate program effectiveness.
Advanced mentor training to encourage the proper helping attitude.
Rewards for the new teacher, such as college credits.
District should develop a comprehensive resource list for new teachers.
Formal release time during the school day should be structured in.
Pairs should meet as a group during the summer.
Make the program statewide.
Start as soon as new teacher is hired.
A checklist for mentors of questions that new teachers don't know how to ask.
Mentor training before the start of school.

More direction for mentor in the beginning.
No journal for mentees.
More get togethers.
Half of money to mentees.
Guidebook too detailed.
More concrete specifics at first general meeting.

Question 2: What was the effect of BTSP on you, the mentor?

Positive	Negative	Neutral or Conditional
22	0	0

Reasons

Positive feeling of being able to help someone in a trusting relationship.
Opportunity to reflect with another teacher on how we are doing and how we can improve.
Opportunity to hear from other teachers in the region.
Reassurance that the program will be in good hands when I retire.
Affirmation and new found enthusiasm.
As a future administrator, the program taught me much on how to help a first year teacher.
Renewed my appreciation for the job stresses many teachers deal with on a daily basis.
Prompted me to rethink the way I interact with staff, parents and students.
I was made more aware of my own strengths and weaknesses - mainly my own complacency after fifteen years.
Personal learning experience.
Renewed sense of professionalism.
Reliving the experience of a first-year teacher.
Re-examination of own teaching methods and style.
Awareness of individual teaching styles.
I helped someone reach their goal--sense of satisfaction.
Closer relationship to another teacher.
Insight into another's concerns/reflecting on my own.
Inspiration by mentee's new ideas and attitudes.
A privilege to be of help.
Reminder that trivia and routine may not be taken so lightly by others.
New avenues of friendship.
Professional associations from around the state are valued.
Teaching does have some unique rewards.
I'll reach out more to new teachers.

Helped mitigate the problem of being in different buildings although our concerns were similar via conferencing.

Looked at professional development as more than a function of schedules or business.

Helped relieve the sense of isolation via group contacts and participation in the research.

Appreciated the sense of "safe-talk."

Helped enhance a personal goal of establishing associations with new teachers.

Helped me back away from my personal tendency to be a mother hen.

Made me aware that someone should be available for any new teacher.

I would like to continue the relationship next year.

A good lesson for a future administrator.

I have always felt it to be my duty to share my experiences with new teachers. The program created a role responsibility in a formal way.

I have a sense of power--it is now my job to contribute my two cents worth!

SUMMARY OF
ATTITUDE STATEMENTS FROM MENTEES
ON THE MENTORSHIP PROGRAM
1993-94 and 1994-95

N = 24

Question 1: What personal impact did the BTSP have on you?

Positive	Negative	Neutral or Conditional
23	0	1

Positive related

Able to get together with other new teachers and teams and discuss problems.
Became very good friends with mentor.
A support system.
Many questions would have otherwise gone unanswered.
Mentor networked me to other staff.
Mentor's availability increased my comfort right from the start.
Personal confidence and success enhanced.
I learned how to grow.
Formalized responsibility gave me the feeling I was not making him (mentor) go out of his way.
Stress and fatigue are normal in teaching.
Personal problems--suggestions, listening, "that happened to me, too, handle personal problems on personal time, not school time.
Freely vent my feelings.
See the human side of each other.
Confidence builder.
Stand firm on your convictions.
Advisor - my mentor.
Confidant - my mentor.
Minimize potential stress.
Advice and information with which to make tough decisions.
Mentor is a beacon--the structure facilitated our talking.
My feelings toward <u>everything</u> my first year were normal and O.K.
A friend in the building.
Interpreter of teachers' lounge/faculty/staff attitudes, giving me an inside edge.

Personal concerns/exceptions to positive impact

More time for mentor and new teacher to meet.
I hope all first year teachers could have such a system.
The selection of mentors is critical.
Mentors, of and by themselves, cannot make a new teacher feel welcome in the school.
Maintain the caring and helping aspects of the program.
Start the program before school starts in the fall.
A breach of confidentiality, in my opinion.
Mentor did not seem to want to help me improve day-to-day teaching.

Question 2: What professional impact did the BTSP have on you?

Positive	Negative	Neutral or Conditional
21	1	2

Positive related

It is OK not to do it all.
The school hired a sub for the mentor so she could visit my classroom.
Program helped facilitate more observation and workshop opportunities.
Good guidance for my professional development.
Mentor eased my mind about professional situations.
Mentor let me know other beginning teachers were going through the same thing.
When problems arose, I did not have to proceed blindly.
Great help preparing for administrative evaluation.
Insight into the system.
I learned how to deal with trouble-makers.
They (college) forgot to tell us so many things. I felt stupid, but she was there for advice.
Helped me grow professionally.
Allowed me to try and discover academic and classroom control ideas.
This is just a part of teaching--keep going!
Someone to help me develop my teaching goals--and reaching them.
Unlock student potential.
Understand the dynamics of the system.
Allowed me to fail and succeed as a teacher.
Change from a college student into a professional teacher.
I can talk to parents with confidence.
I was able to see how to handle potentially harmful situations that may have impacted my future employment in that district.

The frequency of advice was beneficial.
Recognition of what I had done and what I should pursue.
Reassurance that I was doing the right thing relative to my style. I did not have to do things like my mentor would.
Able to discuss theories and discipline in a shared experience environment.

Concerns or exceptions to "professional" impact on mentee

Should be available to every first year teacher.
Professional college credits should be part of program participation.
As a group, BTSP participants should meet more often.
I was not ready to develop at the professional level that my mentor wanted me to. Perhaps a 2nd year mentorship might be more appropriate.
There was a major censorship issue in town and I was left alone to deal with the "den of lions." But, I emerged stronger for the experience.

Question 3: What was your attitude toward the Mentor-Mentee relationship as you experienced it?

Positive	Negative	Neutral or Conditional
20	1	3

Positive related

Our personalities matched.
Poor match initially, but finally established ourselves as colleagues.
Mentor volunteered information when appropriate.
A good friendship developed.
I have a colleague I can talk to.
I felt it was my right to ask as a formal mentee.
The relationship with other first year teachers was equally valuable.
Comforting to know I could go to my mentor anytime.
My mentor is a top example in my school to follow.
We became friends. Mutual reliance on each other for ideas.
Through communication, we learned to understand each other (after a rough start).

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The relationship with other first year teachers was equally valuable.
Comforting to know I could go to my mentor anytime.
My mentor is a top example in my school to follow.
We became friends. Mutual reliance on each other for ideas.
Through communication, we learned to understand each other (after a rough start).

This person is of great value to my life both professionally and personally. I will remain forever grateful.

We hit it off right from the start. She was easily approachable and I had complete trust in her.

Growth for both of us. Mentor was a good professional example.

We are compatible. Could be tense if I were paired with the wrong individual.

Mostly positive.

You need to have the same philosophy--they can answer your questions but not tell you what to do.

I can come to her in the future for guidance and support.

RESEARCH QUESTION NO. 2

WHAT IS THE ASSOCIATION BETWEEN SUCCESSFUL MENTORING AND SELECTED CONTEXTUAL CONDITIONS UNDER WHICH THE RELATIONSHIPS FUNCTION IN A CROSS-SECTION OF MONTANA SCHOOLS?

Importance of Context Condition Results to the Study

Performance and attitudes expressed in the previous research question are a function of the context in which they operate. As school cultures develop, the management of the "system" depends on a set of operating rules or conditions of work. Some of these conditions are purposely invented, such as district and school policies, schedules, and parking regulations. In complex organization theory, as size and work increase, a bureaucracy develops with layers of rules, people to administer them, and sanctions for violations. Other conditions of work arise from the actions and interaction dynamics that people bring to the workplace. School teachers, administrators, non-certified staff, pupils and the community operate under largely unwritten rules of conduct. This culturally determined array of formal and informal rules is what the study calls "context conditions." It is a broad term that also includes the communication environment between mentor and mentee, the conditions under which professional growth takes place, and a category of "other" for conditions not specifically determined by the pilot year study. The term "structural conditions" is sometimes used in the literature. The conditions are unique for every school.

Background, spirit, expectations, life style and career goals are part of the personal package a new teacher brings to the first teaching job. When the personal package (one context structure) meets school conditions (another structure), an accommodation occurs over time. This process of accommodation can be rationally approached in the new teacher's mind, but it is often an emotional experience consuming great amounts of the teacher's thoughts. In the meantime, emphasis on pupil instruction by the new teacher is sacrificed because it ranks lower on the scale of personal importance. Context conditions can become overwhelming and are cited by Morey (1990) as a well documented reason for leaving the teaching profession.

Mentoring can smooth and accelerate the accommodation process for the beginner. A knowledge of what context conditions are important to the beginning teacher can help target assistance efforts.

What do mentors and mentees talk about and what do beginning teachers think about? What most concerns a new teacher? The answers in this study arose via notations of context conditions from mentee journals, on-site interviews and observations over two years. Each notation was called a citation. Over 4,000 citations were classified into the predetermined taxonomy of context conditions noted in the research design. The mean number of citations per mentor-mentee pair was about 160, ranging between 100 and 200.

Results of Context Conditions Analysis

Highest Ranked Common Conditions

Year two isolated 18 conditions having 35 or more citations. Year three isolated 22 conditions using the same criterion. When the two lists were combined, twelve (12) conditions were found that had at least 70 citations with a minimum of 35 each year. When ranked in decreasing order, some interesting priorities surfaced. By a 65 count majority, the highest context condition impacting a new teacher is the beginner him/herself. The beginning teachers take personally much of what is happening to him/her in the school. They assume responsibility for practically everything, even when they cannot control events. This assumption sets emotions to churning and the sense of well being rises or falls depending on whether the events are positive or negative. Unfortunately, too often the citations reflect worry and frustration about the mentee's own feelings of competence. All of the mentees in the study shared these personal impacts.

The second most important context condition is pupil discipline - maintaining control of classroom behavior. Most of the citations refer to the behavior of individual students rather than overall classroom decorum. The Concerns Model from the previous research question has some relevance here. Citations reveal that when pupils misbehave, it is initially not a problem of student learning but rather a reflection on myself as a teacher.

Faculty/staff relations are ranked third in importance. New teachers are eager to be accepted; they worry about how their performance and idea are viewed by peers. Teachers with classroom aides who worked in the district the previous year are especially concerned with the developing relationship. Part of faculty/staff relationships are inherent in human interaction. But another part is due to the roles created by the designed structure of the school.

Although mentioned by a lesser number of mentees (19 out of 24), extra-curricular assignments are the fourth most important context condition affecting their work. For new teachers given coaching duties with high visibility and high expectations, the responsibility can be almost totally consuming of time and thought.

The next two items of importance are the mentee's perception of his/her own professional growth and the attainment of professionalism. Citations show that the feedback from administrators, other teachers and the community is very scarce, at least by their own measures. Beginners fill the void with a lot of self-reflection and a lot of worry about whether their careers are making progress on these two expectations. Mentors are very helpful in this regard, especially with immediate feedback.

Seventh ranked is a situation created by the mentoring process itself. The comments are overwhelmingly positive about the support and encouragement given to the beginner by the mentor. The new teachers are deeply appreciative of the opportunity to talk with someone confidentially in an atmosphere that empowers. That term implies helping the new teacher develop a unique style within parameters that will be accepted.

In eighth position are the content and curricular aspects of the instructional job. Together with the eleventh ranked condition of instructional methods and materials, the task of teaching is a lower consideration in the beginner's thoughts. If the process of teaching can be separated from the content of teaching, the expressions of new teachers reveal that process is paramount.

Finally, parental relations, released time for mentor-mentee talk, and pupil values round out the twelve highest ranked topics for both the eastern and western study groups. What first year teachers want most is not help with the concept of parental involvement but with specific background information and techniques useful in dealing with individual parents. Released time is another mentorship specific situation, very much appreciated if the school structure allows time for uninterrupted dedicated talk between the pair and strongly desired if the opportunity is not there. Pupil values appear to be concerns that arise from the fact that new teachers assumed a deeper respect for teachers and learning than they find exhibited in students today. The value shifts within pupils occur in short lengths of time and beginning teachers are feeling the results.

Table 5 is the ranked listing of the highest frequency school structural conditions. Each is named first by its broad classification progressing down to the specific. The last word(s) used to label the context condition is the most commonly understood.

Highest Ranked Conditions Not Common

Table 6 is a ranked listing of school context conditions not ranked highest by both years of the study but instead ranked highest by any one year. This allows some differences between the eastern and western samples to surface. For example, school governance/finance was important to new teachers in eastern Montana because consolidation, dropping enrollments, declining tax bases, etc., are much more a factor in the area's small schools. That was normally not an issue with the western Montana study participants.

There appears to be no definite pattern to the list. It does, however, point out the unique aspects of local schools and the different impacts that such diversity can have on new teachers.

Lowest Ranked Conditions

Table 7 shows the school context conditions given the lowest amount of interview and journal thought by participants. Across both years of the study, the topic of professional growth as defined in the district collective bargaining agreement or as triggered by the agreement was of very little concern. This is understandable as beginning teachers have had no historical involvement with the local agreement; it was in place when they arrived. Also, there are too many other higher priority things to think about during the first year.

The second part of Table 7 did not result from lowest common concerns over the two study samples, but rather low concerns that arose from any one year. Some items on the list are eccentricities of one group of mentees or may be functions of variables such as geography or school size. The results do show that the low concerns are usually not personal in nature.

School Context Conditions by Classification Means

When the mean number of citations for each category of context conditions specified in the research design is calculated, the result is a scale of relative importance applied to all categories of school structural conditions. The results also serve to show where the highest and lowest structural conditions previously noted came from. Table 8 gives those means. The higher the number in the right hand "Mean for Class" column, the greater its relative importance to new teachers. Looking at structural categories with means 70 or higher, the following can be observed:

The beginning teacher's personal reactions to the school context is the most significant factor at work within that context.

The informal communication between mentor and mentee is a large factor in the beginner's sense of well being.

The perceived demands placed on the individual new teacher by faculty/staff relations, extra-curricular assignments, and parental involvement/non-involvement consume a large part of the a teacher's thoughts.

With a mean of 54, the task of instruction does not rank high on a beginning teacher's priority of concerns.

Table 5

RANKED FREQUENCY OF SEVENTY (70) OR MORE COMBINED TOTAL JOURNAL AND INTERVIEW CITATIONS
Minimum of 35 each year

24 Mentor - Mentee Pairs
1993-94 and 1994-95

Frequency	Citation Classification Main - Sub - Specific	No. of Pairs Responding
198	Context - Beginning Teacher - Personal	All (24)
133	Other - Pupils - Discipline	21/24
121	Other - Faculty/Staff Relations	22/24
119	Other - Extra Curricular Assignments	19/24
106	Professional Growth - Definition - Mentee Perception	All
95	Context - Beginning Teacher - Professional(ism)	All
93	Context - The Mentor - Empowerment/Support	23/24
93	Other - Instruction - Content/Curriculum	23/24
90	Other - Parent Relations / Conferences	20/24
86	Communication - Formal Communication - Released Time	All
83	Other - Instruction - Methods and Materials	21/24
73	Context - School and Community - Pupil Values	23/24

Table 6

RANKED FREQUENCY OF BELOW SEVENTY (70) COMBINED TOTAL JOURNAL AND INTERVIEW CITATIONS
Minimum of 35 in one of two years
24 MENTOR/MENTEE PAIRS
1993-94 and 1994-95

Frequency	Citation Classification Main - Sub - Specific	No. of Pairs Responding
89	Communication - Interpersonal - Mentor barriers and facilitating behavior	All (24)
82	Communications - Informal - Assignment similarity	All
80	Context - School and Community - School Governance/Finance	20/24
77	Communications - Informal - Physical proximity	All
70	Context - School and Community - Expectations	All
69	Other - Administrative Involvement	20/24
66	Professional Growth - Definition - Administrator's perception	All
66	Context - The Mentor - Philosophical compatibility	All
62	Context - The Mentor - Leverage within the district	23/24
62	Other - Instruction - Classroom management	18/24
62	Communications - Formal - Structured observation	All
61	Context - School and Community - School Management and Policy	22/24
58	Professional Growth - Definition - Mentor's perception	All
52	Context - Beginning Teacher - Cultural	23/24
44	Other - Pupils - Recognition/Parent/Peer relationships	17/24

Table 7

LOWEST CONCERNS: BELOW TWENTY (20) CITATIONS
Less Than Ten Citations Each Year

24 MENTOR/MENTEE PAIRS
1993-94 and 1994-95

Citation Classification	Journal	On-Site	Total
Professional Growth - Definition - Negotiated Agreement	9	3	12

LOWER CONCERNS: COMBINED CITATIONS
Less Than Ten Citations Any One of Two Years

24 MENTOR/MENTEE PAIRS
1993-94 and 1994-95

Citation Classification	Journal	On-Site	Total
Other - Housekeeping - Physical	13	2	15
Professional Growth - Definitions - Negotiated Agreement	9	3	12
Context - The Mentor - Innovations	6	17	23
Context - School and Community - Standards	3	16	19
Professional Growth - Opportunity - Leave time	5	17	22
Other - Instruction - School Calendar/Schedule	16	0	16
Context - School and Community - Rural/Urban	1	22	23

Table 8

COMBINED NUMBER OF CITATIONS BY SOURCE WITH CLASSIFICATION MEANS 24 MENTOR/MENTEE PAIRS 1993-94 and 1994-95

Classification	Journal	On-Site	Total	Mean for Class
A. Context Conditions				
Beginning Teacher	231	192	423	85
Mentor	190	285	475	53
School and Community	205	400	605	50
B. Communication Conditions				
Formal Communication	69	297	366	52
Informal Communication	41	118	159	80
Interpersonal Communication	86	135	221	55
Peer Communication	19	42	61	61
C. Professional Growth Conditions				
Definition of Professional Growth	99	182	281	56
Access to In-Service	23	58	81	41
Opportunity to participate in In-Service	18	62	80	27
Rewards for Professional Growth	32	38	70	35
Concerns Model Application	9	57	66	33

(Continued Next Page)

TABLE 8
(Continued)

COMBINED NUMBER OF CITATIONS BY SOURCE WITH CLASSIFICATION MEANS 24 MENTOR/MENTEE PAIRS -- 1993-94 and 1994-95

Classification	Journal	On-Site	Total	Mean for Class
D Other Structural Conditions				
Demands on Individual	337	134	471	79
Includes:				
Faculty/Staff Relations	91	30	121	
Extra Curricular	82	37	119	
Parent Relations/Conferences	71	19	90	
Housekeeping	13	2	15	
Administrative Involvement	50	19	69	
School Program (Curriculum)	30	27	57	
Instruction	373	65	438	54
Includes:				
Assessment	21	5	26	
Records	42	3	45	
Supplies	25	3	28	
Calendar/Schedules	16	0	16	
Curriculum Content	83	10	93	
Methods/Materials/Integration	69	14	83	
Classroom Motivation	38	6	44	
Management/Organization	48	20	68	
Planning/IEP's/Meetings	31	4	35	
Pupils	203	69	272	68
Special Needs Pupils	40	14	54	
Discipline	105	28	133	
Individualizing	18	13	31	
Pupils Parent/Peer Relations	40	14	54	

SPECIAL INPUT ON BEGINNING TEACHER SUPPORT

During the course of the project, topics relevant to BTSP arose that were not solicited by the research design. Other topics were part of the research intent, but were not possible to address directly by data collection methods used with individuals or pairs. Some topics were confined to one or two participants, others seemed to generate broader interest. When the latter occurred and if time allowed, the topic was discussed at length and with all participants. Sometimes consensus was reached on ideas, sometimes the topic was only brainstormed with conflicting points of view unresolved.

Four topics were addressed in this manner. In Lewistown with the eastern Montana participants, the mentees met separately from mentors and created a consensus list of "Qualities Desired in Mentors." Again in Lewistown, the 23 mentors and mentees present met together all day and offered their " Thoughts on Teacher Education." This topic was selected by the researchers because of an almost total lack of journal and interview citations about teacher preparation. It seemed that the teachers now functioned in a K-12 world far distant and unconnected to their years in college. Since the researchers were associated with teacher education, they structured some of the questions to address commonly held concerns about undergraduate preparation.

When the western Montana group met in Missoula, two topics were discussed and recorded. One was "Beginning Teacher High and Low Points During the Year." Mentees each contributed and mentors mostly listened - and nodded their heads. Given the fact that recommendations to CSPAC were forthcoming, the mentors addressed "Considerations When Developing a District/State Mentorship Program." Each of the four topics is included as a special part of this report because, in the opinion of the researchers, the messages are sincere and appropriate for many segments of the educational community. No changes have been made from how the topics first appeared in year two and year three annual reports.

CONSENSUS OF QUALITIES DESIRED IN MENTORS AS SEEN BY MENTEES

Lewistown Meeting - May 2, 1994

Positive Qualities

Approachable
Candid but non-critical
Knowledgeable
Open minded
Innovative
Compatible style
Similar teaching area
Reality based
Believes in the BTSP
Accepting
Reliable
Treat new teacher as an equal
Confidential

Negative Qualities to Avoid

Too experienced to the point of being stone hardened
Selfish
Narrow minded
Lack of motivation
Tries to give too much information -- overwhelming
Smothering mother hen

An idea:

In selected cases, it might be wise to wait awhile before pairing.

MENTOR/MENTEE THOUGHTS ON TEACHER EDUCATION
GENERAL MEETING - LEWISTOWN - MAY 2, 1994

1. **Is there any inherent advantage in any of the available certification tracks available (B.S. in Ed, Specialty with teaching option, specialty degree with 5th year professional, etc.)?**

Response Pattern:

Each one can be made to work. The degree authorizations and certification tracks are potentially equal.

Comments:

1. Would be an advantage if one had business world experience first to bring perspective to the classroom.
2. Get into the classroom early when teaching is being considered.
3. Different persons may find it an advantage to pursue a particular certification or degree option to match the person's circumstance.
4. If field experiences are used, should be meaningful--not just a paper corrector or snowflake maker for bulletin boards.
5. The internship idea has components that would be beneficial.
6. The lab school concept could be an option as the logistics and expenses of student teaching are a problem.
7. Bring the enthusiastic teacher in for methods instruction.
8. Saturation of certain field sites is a problem.

2. **General Studies -- your reaction to the concept.**

Response Pattern:

A useful part of teacher ed -- we are educators.

Comments:

1. Perspective for a teacher is good.
2. How to access information and how to organize it for learning needs to replace the factual knowledge.
3. For elementary, the broad initial exposure to many fields is helpful.

3. **Specialty studies**

Is the required credit package in majors, minors sufficient for becoming a teacher?

Response Pattern:

Quantity is not the problem--selection of content and quality is the problem.

Comments:

1. Education must be continual to stay on top of things.
2. Some high schools are ahead of the colleges.
3. Colleges need to teach higher level skills instead of factual knowledge.
4. Invite the student to attend workshops/conferences--the same attended by the professor.
5. The college could rid itself of inefficiencies, eliminating some content by keeping in closer touch with what the public schools need.
6. Erase the boundary between secondary school and college with approaches such as Tech Prep. This is good because college and public school teachers sit down together and write the curriculum. Also, the integration of subjects is a bonus. Part of the problem is, professors are reluctant to accept learning that does not come from them/their class. Portfolio assessment is good in that it addresses both the hard (academic) side and soft side (affective) of pupils.

4. **Professional Studies**

How do you react to the array of professional studies offered by the colleges?

Response Pattern:

Potential could be realized if content and instructors had a basis in reality.

Comments:

1. Professional studies classes tend to be oriented to elementary in combined elementary/secondary classes.
2. If a practicing public school teacher/administrator is part of the instruction, the better the class.
3. "Integration" is the word, but content is often taught separately. However, integrated college instruction might be useful.
4. Concepts are the need--applicable to K-12. Concrete examples/needs cannot be addressed anyway. Middle school teaching as a concept, for example, is more valuable than cute, idealistic teaching exercises.
5. Make us think--develop our philosophy.
6. Professors need to make clear what their intentions are.

5. **What can the teacher ed programs not teach you because the knowledge needed is context driven? What has to wait for "personal practical knowledge?"**

Listing of Ideas:

1. Equipment, textbooks and other technical aids will probably be different among schools. Therefore, give the basics and inform teachers where to go for the special needs.
2. Multiple exposures rather than a single view. Field exposures would help. Short of that, bring in the special person who works with the daily reality. However, the reality sinks in after being on the job.
3. The people skills needed to function on the job.
   With other staff - with special kids
   Tutoring during college helps--volunteer work with people.
4. Strategies with individual students. IEP's
5. The time it takes to address special needs children.
6. Grades and good intentions are no measure of probable success. Neither is the NTE Core Battery.

6. **How can we weed out persons whose human skills are insufficient? Can we stop them, assuming we cannot teach those skills?**

No consensus or general solutions.

7. **Why do you learn better from some professors than from others? What advice do you have for instructors?**

Listing of Suggestions:

1. Bring the content and instruction down to my level.
2. Translate the abstract into practical terms.
3. Be reality oriented.
4. Facilitate the bridging between the abstract and the public school classroom. We don't need every answer for every situation.
5. Teach to us, not at us.
6. Be a people person.
7. If I failed your test, there's a chance that you failed as an instructor.
8. Can I respectfully disagree with you without fear of reprisal?
9. Ask us, even though we don't have the doctorate.

What turns you off?

1. This is the gospel according to me!
2. If you differ with me, you are blackballed.
3. You know nothing about me as a person.
4. Professors can get locked into a pattern of abstract functioning, research, publishing, etc. This is O.K., but don't let it insulate you from keeping one foot in the real world in which teachers live.

8. **The role model of the college professor.**

The role expectations and academic freedom are much looser than what we must live up to as public school teachers. But, maintain your ethics. There is plenty of room for alternative lifestyle and interests, but don't let it interfere with your instructional responsibilities or interfere with our education.

While on the subject of role models: The children of college professors are not typical of K-12 school children. Your own children are very much on the high side of the curve. To assume classrooms are full of such children would be in error.

BEGINNING TEACHERS HIGH AND LOW POINTS DURING THE PAST YEAR : 1994-95

High Points

Contract renewal!
Getting lower ability students to complete work on time.
Kids' accomplishments.
January evaluation results after a long wait.
I finally broke through the defensive shield of a girl in my class.
When someone from outside the school paid me a compliment.
New curriculum plans for enhancing the Spanish program.
I finally feel bonded to my students.
I'm all ready to go for next year.
My half-day assignment in P.E.
Rejuvenation of the IA/Tech Program and the support I received.
Some of the extra-curricular work in speech and drama -- being able to do my own thing.
Improvement of my organizational skills.
I don't take things personally anymore.

Low Points

Living in another town - having to drag my own kids along until 5:30 every day.
Department personnel problems, extra-curricular work and a reluctant school board all came together during February.
Teach - correct papers - plan : Monotony of the routine hit me in February along with personal problems.
I'm glad Spring Break came when it did.
The frustration of the roller coaster ups and downs.
Trying to manage "the class from hell."
Sucked into the routine where our family suffered -- especially during February and March.
During December I was not feeling good about my own competence.
First week of February when Tournament was on, semester grades were due, and getting out of bed was a challenge.
February and March when the kids slacked off.
Comparing my workload to my husband's high school teaching job left me depressed.
Just before Christmas with my roller coaster class.
A debacle with the head coach left me with the responsibilities (but I pulled through it!)
Extra-curricular activities made teaching tough.

Considerations When Developing a District/State Mentorship Program

Sources of Ideas

1. General meetings January and May in Missoula
2. March 1995 On-site interviews
3. "Mentor Attitude Toward Program" survey administered at May general meeting

Note: Some ideas may be contradictory. The topic was brainstormed without consensus.

Program Structure

1. Goals

   Principle actors (new teacher, mentor, administrator) should agree on goals and how to evaluate the process.

2. Administration

   Ideal would be a local school effort as part of a district effort (if large enough) and then as part of a regional consortium. The state could be involved.

3. Funding and Spending Guidelines (Local)

   Administration, mentor and new teacher should collaborate on how funds/equivalents should be used.

4. Incentives

   Compensation or its equivalent should be provided for both mentor and mentee. Incentives formalize the responsibilities. Compensation for the mentor releases the beginner from feeling guilty about asking for help. Schoolwide recognition would help as part of staff development structure and to insure administrative involvement. If spread around to willing teachers, compensation may not be necessary. Compensation by itself is insufficient -- mentors must feel good about helping someone. Compensation is defined as dollars, travel, college credit, workshops or conferences, and released time during the school day.

5. Timelines

Start early before school in the fall. The previous spring (after hiring) would be nice. Establish a released time schedule -- it is easier to back away from released time if not needed than trying to find time after the fact. Consider scheduling same prep periods. Meet with other mentors and beginners in geographical areas as part of a wider system of support. Schedule such meetings.

The People Involved

This is a person-to-person program. Mentors need to be concerned about the whole person of the beginning teacher. Personalities, confidentiality and trust are big factors. Gender and age have nothing to do with matching. Some new teachers may not need, or be receptive to mentoring; others could not survive without it; attitudes must therefore be flexible. Some vehicle for change should exist in case the pair does not match. Some of the school considerations when matching mentor and mentee are (a) subject/assignment similarity (although different assignments have worked well also), (b) team concept in working with kids, (c) observation of each other's classes is helpful, (d) other staff members can also help new teachers, perhaps in ways the mentor cannot, (e) physical proximity of classrooms really helps, (f) mentors must be experienced and respected -- a master teacher and probably tenured, (g) mentor should be neutral in the forces that exist in the community, (h) the mentor is a guide -- not an evaluator of the new teacher, and (i) mentors should be people who like to be bugged with questions and concerns.

Operation and Program Mechanics

1. Training and Orientation

Get participants, including administrators, together early for orientation and support. Role playing might help. But don't overdo training, as norms and expectations created might dampen the flexibility and spontaneity needed in the relationship.

2. District/School Information

A survival packet ought to be constructed composed of (a) beginning do's and don'ts, (b) explanations and details of district paperwork, and (c) a district video production on procedures. The thesis behind these efforts is that existing administration and staff assume too much, forgetting that the new teacher is not privy to this knowledge.

3. Time Together For Mentor and Beginning Teacher

Look again at the released time idea. The immediate help or idea made possible by lots of informal contact during the day is very important to new teachers. Schedule some time away from school -- trip, convention, regional mentorship meetings, etc. -- for the pair; this is 'quality time' together.

Follow-up: After the Ball is Over...

1. Make the mentor available the summer after the beginner's first year for advice and counsel.

2. There is some merit to the idea that real curriculum and instructional help might better occur during the second year of teaching -- after first year survival.

Some Practices to Avoid at the Local Level

1. Exploit the uninformed new teacher.

2. Give newcomers the dregs.

3. "Young whippersnapper" attitude of some older staff.

4. Divisive school politics pulling at the beginner.

5. No-win situations/assignments for the beginner.

6. No insulation for the beginner from his/her critics.

Chapter 4

CONCLUSIONS AND INTERPRETATIONS

Research Question No. 1

DOES MENTORING CONDUCTED UNDER AN EXCLUSIVE ONE-ON-ONE RELATIONSHIP HAVE AN EFFECT ON THE NEW TEACHER'S DEVELOPMENT AS MEASURED BY PERFORMANCE AND ATTITUDE OVER THE LIFE OF THE STUDY?

Introduction: The pilot year of the study supplied data only for the teacher retention and mentor effectiveness parts of the research design. All other quantitative data came from the second and third study years. The researchers certainly gained impressions from the pilot participants that may contribute to study conclusions and interpretations.

Was anything different about the second and third year samples, or has been termed, the eastern and western Montana groups? Identical procedures were used to select both groups and through that process, there should be no introduced bias. However, given the limitations of sampling, the researchers did observe a difference between the eastern and western participants that might explain some study result differences. As a collective characteristic, the eastern mentees were a more flexible and open minded group - the tabula rasa principle was more in evidence. They were working in smaller schools; many will probably not end up staying with those districts. They had to more generalist in fulfilling their responsibilities. But the eastern beginners were a more emotional group, quicker to express themselves and who tended to be driven by feelings as much as by cognition.

The western sample was a more mature group; mature in age, self assurance, depth of backgrounds and plans for the future. Many of them were in highly desirable school districts; many had spouses employed nearby and their plans were to continue teaching in the same district or immediate area. Some were wired into their teaching jobs with very little competition from other candidates. They were more cerebral than emotional in their approach. Initial self-images of teaching were more fixed and academic. Collectively, they knew exactly where they wanted to be.

Indicators of professional growth and performance: Retention of teachers in the profession is a serious national problem. Morey (1990) estimates that fifty percent of a cohort of new teachers will leave after five to seven years and by ten years, that figure will be eighty percent. Montana Department of Labor statistics are limited to replacement needs and seem too low at about 2% per year to include teacher dropout. Nonetheless, the retention of 90 to 100 percent of mentored beginning teachers even after three years is very encouraging both in absolute numbers and relative to the 73 percent for control teachers. Mentoring does show a positive effect on professional retention within the three years of the study. In retrospect, the researchers felt that without mentoring, (a) one beginning teacher from the eastern sample may have resigned during the year or not returned the following year, and (b) three mentees from the western sample may have left teaching under the same scenario.

School district evaluation results, as verbally conveyed by administrators, showed that more mentees rated above average than the number rating average or below. When compared to other new teachers, twice as many mentees rated above average as were rated average or below. An advantage accrues to beginning teachers by mentoring and shows up as elevated performance on district evaluations.

Related to evaluation were the number of problems and the number of successes experienced by beginning teachers, as estimated by administrators. If mentoring was effective, mentee problems would be less than normal for first year teachers and the number of successes would be greater than normal. That pattern is exactly what occurred.

When beginning mentored teachers write individual professional development plans (IPDP), they set goals for themselves which go beyond the stage of self concerns into goals about the classroom environment for instruction (task concerns) and the effect of teaching decisions on pupil learning (impact concerns). This is a desirable direction toward professional growth. There was no control comparison, so it is unknown if mentoring created the effect. Mentees felt they attained most of the self concern goals they did establish but had trouble determining whether the higher goals were achieved. On the related Concerns Model measures, researcher Dr. John Rogan concluded that mentoring may help address self concerns early. This would allow advanced stages of concerns to surface. The process of goal setting and self-assessment is a skill assumed present in beginning teachers. That may not be the case.

The Concerns Model research was a quantitative aspect of the study using treatment (mentees) and control groups (non-mentored). The purpose was to examine the pace and direction of professional growth between groups and within groups. Growth occurs when teachers progress from self concerns to task concerns to impact concerns. The contracted researcher for the model, Dr. John Rogan, was of the opinion that the study showed "the positive effects of mentoring" for the eastern Montana sample. However, for the western sample he was of the opinion "the study does not show the mentoring produced any marked changes in the professional development of teachers."

What could account for the difference? The characteristics of the eastern and western samples described in the introduction above were discussed by the project coordinators during the course of the study. They experienced some difficulty with the western group trying to get them into the flow of the study. Some of their impressions were conveyed to western participants during general meetings, especially the "cerebral" comparison. The Concerns Model results were made known after these impressions were formulated. In the opinion of the researchers, western Montana mentees started out the school year ahead of their eastern counterparts, but were hit harder by the realities of teaching. The peaks and valleys were more intense. The western mentees more often had to recycle their thinking, go back to self concerns during the year and reduce the time available for progression to task and impact concerns.

In-service participation as an indicator in growth did not work for first year teachers. They mechanically fulfilled required obligations, but expressed little interest and initiative as

measured by written and verbal expression. The general meeting interaction provided as part of the project seems to have filled this void better than anything. Other priorities and facets of the research indicate that there are many other immediate concerns in a beginning teacher's personal and professional life at the expense of in-service.

When mentees self-assessed their professional growth, progress above normal expectations exceeded normal or below expectations by three to one. Even without objective measures, the presence of a mentor provides a ready source of feedback and support that other beginning teachers rarely have. The importance of mentor communication and empowerment as school structural conditions reinforces the contention that beginning teachers can be made to feel better about their own well being through mentoring. Of course, this result depends on good mentors. The selection of mentors by the principal or other official most knowledgeable about the new hire and the existing school staff seems to work successfully about 90% of the time.

When attitudes about the BTSP were assessed, the results were almost universally positive among mentors and administrators. Among mentees, positive attitudes outnumbered neutral/negative attitudes about 10 to 1. The concept of mentoring was universal in its acceptance. As the relationship played its course with individuals and schools, a few implementation and personality problems arose which led to the negative comments. The design of mentorship programs might mitigate some problems but a number of human caused incidents are bound to arise.

The $1,000 for mentors and districts provided insurance that participants would complete the study. The inducement certainly may have created a "positive glow" in some minds. But the enthusiasm and appreciation experienced by the researchers leads them to conclude that BTSP is an idea hard to argue against. As one pilot year administrator said, "Mentoring is the single best thing we could do for a new teacher."

Research Question No. 2

WHAT IS THE ASSOCIATION BETWEEN SUCCESSFUL MENTORING AND SELECTED CONTEXTUAL CONDITIONS UNDER WHICH RELATIONSHIPS FUNCTION IN A CROSS-SECTION OF MONTANA SCHOOLS?

Introduction: The wording of the research question is somewhat misleading. It could be implied that a successful mentoring relationship will exist if certain school structural conditions are present or negative ones are eliminated. To a limited extent, that implication may be true. Administrators should consider manipulating the school structure if it would benefit the new teacher, other factors being equal. The intent of the research question was to identify those school context conditions which most impact beginning teachers so that mentors can help the new teacher live with them or take advantage of them. Mentoring success depends on this facilitating role, not on the context conditions themselves.

Context Conditions Conclusion: The school context conditions important to a new teacher have been isolated by the study. The conclusion is that beginning teachers start thinking about themselves and work outward. The school and all its cultural operations are the environment in which the new teacher has chosen to work. The system rules and the people in that environment may contribute to the teacher's aspirations. But they may not. New teachers have not yet learned what degree of professional distance to maintain from all that is happening. Until that is learned, events and players in the school overwhelm the beginner. Some elements in the school seem to have little impact on new teachers. Those too have been identified.

It is the human side of teaching - self, other teachers, staff, pupils, parents - that consume the beginning teacher's thoughts and emotions. As they learn to work with these people, other school practices and conditions begin to enter their thoughts. If mentors are effective, the priorities of the beginning teacher can more rapidly and smoothly shift to instruction and pupil learning.

Priorities of school context conditions have been generalized from the data. But generalities are just that - the norm but always with exceptions. Schools considering mentorships have to analyze their own unique structures and avoid using the study results as an automatic acceptable/rejection checklist for their own practices. From the new teacher's perspective, however, the study does lend guidance to school personnel who want to help beginners during the first year.

The General Research Question

DOES THE FORMAL PAIRING OF A BEGINNING MONTANA TEACHER WITH AN EXPERIENCED MENTOR DURING THE FIRST YEAR OF TEACHING FACILITATE THE PACE AND QUALITY OF THE NEW TEACHER'S DEVELOPMENT INTO A COMPETENT PRACTICING PROFESSIONAL?

The majority of evidence in the study does show faster professional growth in beginning teachers when they are mentored. Attitudes about mentoring show that the facilitating role of mentors is effective in personalizing the school culture for the new teacher. The many context conditions that exist in schools and which impact a new teacher's performance, attitudes, and sense of well being have been isolated and prioritized so that mentors can target them when assisting new teachers.

Chapter 5

RESEARCH QUESTION NUMBER 3

WHAT MENTORSHIP PROGRAM OPTIONS COULD BE RECOMMENDED TO CSPAC AND MONTANA EDUCATORS BASED ON THE EFFECTS AND CONDITIONS EXAMINED DURING THE STUDY?

The purpose of the third research question is to take mentoring as examined by the study and recommend to CSPAC how it might be continued via appropriate district and state options. The appropriateness of practices was defined by the first and second research questions. The word "program" in the BTSP label is now the topic under consideration. Program implies structure. Therefore, the question now shifts from how to enhance the well being of a beginning teacher to how to enhance future existence of mentorship pairings across a wider number of districts by creating a system of support.

The term options is taken at face definition in the recommendation that follow. Although some recommendations are dependent on others, CSPAC could pick and choose program options that could operate in relative isolation or be part of comprehensive efforts.

FIRST RECOMMENDATION - CSPAC DECISION MAKING

One of the key elements noted during the study was the commitment to the mentor concept created by the sense of responsibility and ownership on the part of districts and individuals. These senses are very strong and can be capitalized on by CSPAC and by other districts. It is therefore recommended that CSPAC utilize this pool of 35 mentors, 35 mentees and 35 administrators as a resource in making its decisions about future program structure.

Using either regional or statewide meetings, these people could provide detailed suggestions for, and reactions to, the options that CSPAC might be considering such as the stepwise options found in the second recommendation that follows. On the local or regional level, those individuals could perform a steering function for incubation mentorship sites that might be established.

If legislators, State Board Members and other actors are involved in planning or implementation meetings, participants in the study would provide excellent grass roots testimony. Such a forum(s) would involve cost, estimated to be about $200 per BTSP participant.

Forums such as that held in July 1994 generate ideas for CSPAC decisions. It is recommended that these efforts be dovetailed with, and checked for reality by, the procedures suggested in this recommendation.

SECOND RECOMMENDATION - STEPWISE INVOLVEMENT OF CSPAC

The second recommendation is a broad series of considerations designed to involve CSPAC successively deeper, if that is its wish, into BTSP follow up. Some of the lower involvement activities at the beginning of the stepwise sequence must be addressed as they involve decisions and authority specified in the original project RFP and its response. The remaining three steps suggested are true options.

Step One - Distribution of Final Research Study Document(s)

a. Promised distribution to 105 participants and to eight teacher preparation institutions. Others (MEA, SAM, etc.) as involved. Covered by existing budget.

b. Other distribution as desired by CSPAC. Costs and responsibilities TBA. Additional budget needed.

c. Publication of results via journals, presentations, etc.

Required by CSPAC : some cost could be involved
Solicited
Unsolicited

d. Ownership of data, results

Step Two - Publication of working manual

a. Writing
b. Distribution/sales mechanisms
c. District use independent of other support

Step Three - Funding and Incentives by State

a. Voluntary district participation
b. Matching funds
c. Good faith documentation
d. CSPAC monitoring or other agency

Step Four - Professional Development Ties

a. Certification
b. College(s) involvement
   1. Teacher Ed extension
   2. Graduate/step credits/other structures

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BEGINNING TEACHER SUPPORT PROGRAM
THREE YEAR BUDGET REPORT

July 15, 1992 - July 14, 1995

	FY 92-93 Cost	FY 93-94 Cost	FY 94-95 Cost	Total Cost	Total Budgeted
Salaries / Wages					
Project Administrator Evaluator	20,000	20,000	20,000	60,000	60,000
Secretary (.25 FTE)	4,250	4,250	4,250	12,750	12,750
Employee Benefits					
Secretary (22%)	935	935	935	2,805	2,805
Travel / Per Diem					
Project Staff	3,821	4,353	3,454	11,628	17,676
School Personnel	6,487	5,519	5,112	17,118	12,480
College Faculty	539	500	500	1,539	2,283
Communications / Supplies					
(includes $600 telephone)	808	1,427*	2,128**	4,363	3,116
Total Charges					
Direct	36,850	36,984	36,379	110,213	111,110
Indirect (8% of direct)	2,960	2,960	2,970	8,890	8,890
	39,810	39,944	39,349	119,103	120,000

* Includes $600 for telephone
** Includes $1,140 for telephone

Payment to Mentors	1,000 x 35 = $35,000
Payment to Schools	1,000 x 35 = $35,000

TOTAL COST FOR THREE YEAR PROJECT = $189,103

APPENDICES

REFERENCES

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DOCUMENTS GENERATED FROM THE BTSP STUDY

BTSP Agreement for 1992-93 Year	1992-93
Report to CSPAC - July 1992 to January 1993	Submitted January 26, 1993
Peer Evaluation Survey Results	1992-93
Qualitative Research and the Beginning Teacher Support Program: Some Fundamental Questions	January 1993
Research Report for Pilot Year One	Submitted July 1993
Research Design for Project Years Two and Three	Submitted July 1993
BTSP Agreement for 1993-94 Year	1993-94
Primer for Participants	1993-94
Montana Mentorship Manual	1993-94
Report to CSPAC - BTSP	July 20, 1994
Research Report for Year Two	Submitted July 1994
BTSP Agreement for 1994-95 Year	1994-95
Primer for Participants	1994-95
Montana Mentorship Manual	1994-95
Report to CSPAC	January 1995
Research Report for Year Three	Submitted July 1995
Final Three-Year Study	Submitted July 1995

CONCERNS MODEL QUESTIONNAIRE

MENTOR/MENTEE PROGRAM

Evaluation

The information gathered in this questionnaire will be used for research purposes only, and not to make value judgements about individuals. The information will be used to evaluate the effectiveness of the program, and to make improvements to the program.

Please be as candid as possible in responding to the questions. All information will be kept confidential.

Name: _____ Date: _____

Concerns About Teaching

This part of the questionnaire is designed to explore what teachers are concerned about at different stages in their careers. There are no right or wrong answers--each person has his or her own concerns.

Please complete your response to the question in the space below.

When I think about teaching, my current concerns are:

Images of self as a teacher

This section is designed to explore how you view yourself as a teacher. What kind of a teacher do you see yourself as being? If you were to use a metaphor to describe yourself as a teacher, what would that metaphor be? (An example of a metaphor - a teacher is like a football coach).

Please complete your response in the space below.

When I think of myself as a teacher, I see myself as:

Below you will find statements about some concerns you might have now. Read each statement, and then ask yourself 'When I think about teaching, am I concerned about this?' Decide which of the following answers applies to you now. Place the number of the answer on the line at the left of the statement. Please be as accurate as you can.

1 not concerned 2 a little concerned 3 moderately concerned

4 very concerned 5 extremely concerned

___ 1. Having too many students in a class.

___ 2. My ability to maintain the appropriate degree of class control.

___ 3. Understanding what factors motivate students to study.

___ 4. Doing well when a supervisor is present.

___ 5. My ability to work with disruptive students.

___ 6. Having too little control over the curriculum.

___ 7. Getting kids to behave.

___ 8. Increasing students' feelings of accomplishment.

___ 9. Obtaining a favorable evaluation of my teaching.

___ 10. Whether I wish to remain in teaching.

___ 11. Insufficient clerical help for teachers.

___ 12. Too many non-instructional duties.

___ 13. Meeting the needs of different kinds of students.

___ 14. Not being able to cope with troublemakers.

___ 15. Whether students respect me.

___ 16. Recognizing the social and emotional needs of students.

___ 17. Understanding the psychological and cultural differences that underlie the diverse backgrounds of children in my class.

___ 18. The principal may think there is too much noise in my classroom.

___ 19. Inadequate assistance from specialized teachers.

___ 20. Lack of public support for schools results in inadequate resources.

___ 21. Too many standards and regulations set for teachers.

___ 22. Diagnosing student learning problems.

___ 23. My peers may think that I am not doing an adequate job.

___ 24. Having an embarrassing incident occur in my classroom for which I might be seen responsible.

___ 25. The rigid instructional routine.

___ 26. The inflexibility of the curriculum.

___ 27. Having my inadequacies become known to other teachers.

___ 28. Insufficient time for rest and class preparation.

___ 29. Seeking alternative ways to ensure students learn subject matter.

___ 30. Challenging unmotivated students.

___ 31. Losing the respect of my peers.

___ 32. Helping students to value learning.

___ 33. Whether each student is reaching his or her maximum potential.

___ 34. My ability to prepare adequate lesson plans.

___ 35. Managing my time efficiently.

___ 36. Adapting myself to the needs of different students.

___ 37. Whether students can apply what they learn.

___ 38. Wide range of student achievement in my class.

___ 39. Not having sufficient time to think and plan.

___ 40. Improving testing and grading procedures.

___ 41. Understanding ways in which student health and nutrition problems might affect learning.

___ 42. Guiding students toward intellectual and emotional growth.

___ 43. Understanding why certain students make slow progress.

___ 44. Lack of opportunity for professional guidance and growth.

___ 45. Working with too many students each day.